

# Application: Great Futures in Escambia County

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2022-2023 Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposals

## Summary

**ID:** 0000000111

## DOE 100A Application Form

**Completed** - May 18 2022

Please [download](#) and fill out the DOE 100A Application Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

For additional information reference Section 6 of the RFP.

### [DOE 100A\\_BGCEmeraldCoast](#)

**Filename:** DOE\_100A\_BGCEmeraldCoast.Escambia.pdf **Size:** 96.2 kB

## GEPA Statement

**Completed** - Mar 18 2022

Please [download](#) and fill out the GEPA Statement.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

### [GEPA\\_BGCEmeraldCoast](#)

**Filename:** GEPA\_BGCEmeraldCoast.pdf **Size:** 145.6 kB

## General Assurances for Participation in Federal and State Programs

**Completed** - May 9 2022

Please [download](#), review and sign the General Assurances for Participation in Federal and State Programs Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

## **[DOE\\_General\\_Assurances\\_BGCEmeraldCoast](#)**

**Filename:** DOE\_General\_Assurances\_BGCEmeraldC\_DkwIHfQ.pdf **Size:** 521.7 kB

## **21st CCLC Subrecipient Assurances**

**Completed** - Mar 18 2022

Please [download](#) and review the 21<sup>st</sup> CCLC Subrecipient Assurances Form.

For this document please review and initial each individual assurance, and sign on the last page. This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

For additional information reference the RFP.

## **[21st\\_SubrecipientAssurance\\_BGCEmeraldCoast](#)**

**Filename:** 21st\_SubrecipientAssurance\_BGCEmeraldCoast.pdf **Size:** 187.7 kB

## **Equitable Services for Private School Participation Form**

**Completed** - May 9 2022

Please [download](#) and complete the Equitable Services for Private School Participation Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

## **[EquitableServices\\_BGCEmeraldCoast](#)**

**Filename:** EquitableServices\_BGCEmeraldCoast.\_lHJchQL.pdf **Size:** 144.7 kB

## **Scope of Work/Narrative Form**

**Completed** - May 19 2022

## **Scope of Work/Narrative Form**

### **Project Design/Scope of Work**

The proposal must be completed in the online system used by the department. Each section below will appear in the online system. Applicants may work independently on the application or invite others within their agency to collaborate on a single application using the online system. The department encourages applicants to work collaboratively within their agency on each application to build ownership of the program components across the agency and within the local community.

### 3.1 Project Abstract/Summary

#### **Instructions**

Complete a short statement (no more than 100 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Use the template below. Post a statement for each site using the template.

#### **Template Text**

(Agency Name) operates the (Name of the Program) at (Address, City & Zip) of Community Learning Center. (Number of) students are provided programming during the (school year and/or summer) from (start time) to (end time), (days of the week of program operations) beginning (program start date) to (program end date). Program activities include (name of ESSA approved program activities included in application).

*Refer to the RFP for more information.*

Boys & Girls Clubs of the Emerald Coast operates the Great Futures in Escambia County at 2751 North H Street, Pensacola, FL 32501 of Community Learning Center. 60 students are provided programming during the school year from 1:30p.m. to 6:00p.m. and summer from 12:30p.m. to 5:00p.m., Monday through Friday beginning 8/10/2022 to 7/28/2023. Program activities include Academic Enrichment, Literacy Education, Healthy and Active Lifestyles, Cultural Programs, Literacy Education, Drug and Violence Prevention, Technology Education, Science, Technology, Engineering and Math(S.T.E.M.) and Family Engagement.

3.2a Site-Level Funding Eligibility Upload

Instructions

Go to the Know Your Schools portal at <https://edudata.fldoe.org>. Use the search bar to find the school(s) you wish to serve. Determine if the school is eligible by reviewing the School Accountability Summary or LEA-identified support list. If the school has been identified for support, review the Population and Enrollment tab to determine the Student Count. Based on the student count and the other areas that have been identified during the needs assessment, determine how many students are expected to be served at the community learning center site each day. Select the range of students expected to be served for the school year and/or summer for the grant. Note that the maximum funding amount under each proposal should not exceed \$500,000.

Refer to the RFP for more information.

Click [here](#) to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

[FundingRequestGuide\\_BGCEmeraldCoast.Escambia.xlsx](#)

**Filename:** FundingRequestGuide\_BGCEmeraldCoast.Escambia.xlsx **Size:** 13.7 kB

3.2b Site-Level Funding Eligibility Upload

	Number of Sites Served	Site(s) Name
	One (1)	Pensacola Club



### 3.3a Applicant Capacity

#### **Instructions**

Use the dropdown menus to indicate the number of years of experience the applicant has providing expanded learning opportunities for students using federal funding and operating a 21<sup>st</sup> CCLC program. If the applicant has operated a 21<sup>st</sup> CCLC program, use the textbox to indicate the dates of operation. If the applicant has provided other types of expanded learning opportunities, use the text box in question 3.3b to describe the opportunity.

*Refer to the RFP for more information.*

	Number of Years	Dates of Operation
21st CCLC	10+	2010-2014, 2016-2022
Federal Funding	10+	2010-2022
Other Types	10+	2008-2022

### 3.3b Applicant Capacity

#### Instructions

If the applicant has held other federal funding, use the text box to indicate the name of the programming and the program dates.

*Refer to the RFP for more information.*

Boys & Girls Clubs of the Emerald Coast(BGCEC) is a well-established, long standing organization(more than 50 years) with a demonstrated track record and extensive experience operating a 21st CCLC program, providing expanded learning opportunities and using federal funding. For many years and currently, organization has successfully managed local, state and federal funding from entities such as Florida Department of Juvenile Justice, Florida Department of Education, along with the Office of Juvenile Justice and Delinquency Prevention. Boys & Girls Clubs of the Emerald has successfully managed and implemented funding from the Office of Juvenile Justice and Delinquency Prevention(2011-2012, 2014-2022,) Office of Early Learning: CARES Act(2021-2022) Volunteer Florida: Volunteer Generation Fund in partnership with AmeriCorps (2020-2021, 2021-2022)along with 21st CCLC programs(2010-2014, 2016-2022.)

Governance by a board of directors who oversees the activities of the agency without any vested financial interest in program operations strengthens the validity of Boys & Girls Clubs. The organization possesses strong administrative and fiscal management capabilities. Organization has a documented history of meeting program deliverables and outcomes in an appropriate and timely manner. BGCEC possesses extensive experience using data to develop and implement educationally supportive programming for students and families. Specifically, the organization is familiar with academic performance data used to drive student outcomes and other data that is used to inform programming to ultimately improve life outcomes for students and their families. Organization adheres to documented fiscal management policies to ensure funds are managed and handled according to federal guidelines. BGCEC's finance department has policies and procedures in various areas such as: cash management, allowability, time and effort, procurement, travel, property management, records retention and conflict of interest. Specific policies include but are not limited to purchasing and payroll policies, annual audits and appropriate tax filing, plus policies for fixed assets. Annually, fiscal management team also completes a risk analysis for the organization.

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### 3.4a Building Your Program Team

#### Instructions

Use the text box to identify the members of the program team for this application. Describe the rationale for including each team member and the contribution, value or activities they will bring to the community learning center. Secure a signed letter of commitment for each member of the program team for the duration of the project.

*Refer to the RFP for more information.*

**The program team is an integral piece of this initiative. The program team outlined below along with school personnel worked together to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. This teamwork proposes plans that will allow the community learning center to bring exciting, needed and innovative enrichment opportunities to students and families. Program team members have committed to serving youth and have been involved in all stages of the 21st CCLC application process. This includes the development of the application, the engagement of the stakeholders, the determination and assessment of program needs as well as the design of program activities. The team has also helped to develop the method to implement activities and evaluate the program data to refine and inform new activities and strategies. The program team will help establish community partnerships and resources to assist with planning for sustainability as the program ends. The program team will meet quarterly(documented agenda, sign-in sheet), virtually or in-person, to ensure continued engagement and involvement in the community learning center. Program team quarterly meetings will also make certain that the 21st CCLC program is being implemented with fidelity. If needed, program team will meet more than 4 times per calendar year to ensure continuous quality improvement.**

**Shirlandria Carter, Club Director, Pensacola Club- Boys and Girls Clubs; Rationale: Experienced working in Youth Development programs, experience managing state and federal grant funded programs, former educator, experience supervising staff and implementing a successful 21st CCLC programming, leader of the Club site, knowledge of program planning, measuring outcomes, outputs and overall program impact, experienced with data collection and reporting.**

**Karen Dade, Parent of a student attending Oakcrest Elementary School; Rationale: Member is the parent of 1 child who is currently attending the target school (Oakcrest Elementary School) and Pensacola Boys & Girls Clubs. Possesses career expertise in customer service, administration, confidential data management and can provide feedback and input from the parents' perspective corresponding to needs, interest and concerns related to 21st CCLC**

**programming for students and families.**

**Kelly Gontarski, Community Volunteer, Former Governing Board member of Boys & Girls Clubs of Escambia County, CEO, Starpoint Screening; Rationale: Member is a community volunteer for various non-profits, mentors youth and is a business leader. Possesses experience working on projects with other leaders to create positive outcomes with a view on long term results.**

**Katy Hendry, Assistant Director, Sponsored Grants & Contracts, Florida Institute for Human and Machine Cognition(IHMC); Rationale: Member has experience working in higher education and developing attainable funding sources. Employed by IHMC, a not-for-profit research institute of the Florida University System and is affiliated with several Florida universities. Facilitates S.T.E.M. centered programming for students in Northwest Florida. Member hosts Summer Robotics Camp that offers students the opportunity to learn about computer programming and robotics.**

**Breanna J., 5th grade, Student attending Oakcrest Elementary School; Rationale: Member currently attends the target school (Oakcrest Elementary School) and Pensacola Boys & Girls Clubs, provides feedback and input from the students' perspective corresponding to needs, interest and concerns related to 21st CCLC programming.**

**Leslie Mickles, VP of Financial Advancement, Boys & Girls Clubs of the Emerald Coast, Administration; Rationale: Experienced in managing and implementing successful 21st CCLC programs, oversees corporate Finance Department, experienced in staff supervision, management of local, state, and federal funding and management of daily operations of Clubs. Knowledgeable about research methods, strategic planning, rigorous program evaluation, and consistent quality in data tracking systems; experienced in the development of metrics and outcomes reporting.**

**Dr. Karen Molek, Associate Professor of Chemistry, Administrative Fellow for Competitive Grants, MARC & Chemistry Scholars Programs Director, University of West Florida; Rational: Member is employed by a postsecondary institution, University of West Florida(UWF), is a professor/educator, experienced in designing curriculum and assessments, experienced in designing and implementing S.T.E.M. programming for K-12 students, expertise in scientific research and federal grant management.**

**Sheena Payne, Deputy Superintendent, Escambia County School District; Rationale: Member is employed by the Escambia County School District and has experience assisting the primary superintendent to oversee the daily operations and the long-range planning of the school district. Experienced in supervising school principals and district staff along with expertise in working with school board members and community at-large.**

**Kelsey Powell, Community Liaison and Outreach Coordinator, City of Pensacola; Rationale: Member is a community volunteer, civic organization leader, a local government employee and a former Escambia County School District and Pensacola State College Adult High School English Language Arts educator. Experienced in fostering community partnerships and evaluating curricula.**

**Tanya Richardson, Club Director, Montclair - Boys and Girls Clubs; Rationale: Member is the leader of a Boys & Girls Club Site that has previously successfully implemented 21st CCLC programming, experience supervising staff, experience managing state and federal grant funded programs, experienced working in Youth Development programs, knowledge of program planning, measuring outcomes, outputs and overall program impact, experienced with data collection and reporting.**

**Bridget Robinson, Instructional Design Manager, Cardinal Financial; Rationale: Member is a former 21st CCLC program director, independent evaluator and public school educator, has expertise program planning, implementing 21st CCLC programming, evaluating programs and designing curricula based on student needs.**

**Tasheba Sheppard, Assistant Principal, Oakcrest Elementary, Escambia County School District; Rationale: Member is an administrator at the target school (Oakcrest Elementary School) and is employed by the Escambia County School District, an educator and possesses experience identifying and meeting the needs of students.**

### 3.4b Letters of Commitment Upload

Click "Upload a file" to upload Letters of Commitment.

[LettersofCommitment\\_ProgramTeam\\_BGCEmeraldCoast\\_Escambia.pdf](#)

**Filename: LettersofCommitment\_ProgramTeam\_BGCEmeraldCoast\_Escambia.pdf Size: 5.4 MB**

### 3.5 Engaging Stakeholders

#### Instructions

Use the text box to describe stakeholder engagement in the community learning center. Describe the types of stakeholders engaged during the development of the application. Describe the plan for the frequency and method of engagement during the project period and the topics in which stakeholders will be engaged during the implementation of the 21<sup>st</sup> CCLC program. Describe how the community learning center will receive feedback from the stakeholders and how that feedback will be implemented in the development of the program activities. Survey the stakeholders to determine what is needed in a community learning center.

*Refer to the RFP for more information.*

There are various stakeholders who will be impacted by the successful implementation of this community learning center. There were numerous stakeholders engaged to obtain input regarding the needs of schools, students, parents and local community. Program team engaged private business owners, an elementary school principals(from targeted and non-targeted schools,) a middle school music teacher(from non-targeted school,) an elementary school RtI/MTSS Coordinator(from non-targeted school,) an executive director of private school, 2 civic and 3 fraternal organization members and a leadership development strategist coaching teachers and administrators along with target school teachers, parents and students. From data illustrated in the "Know Your Schools" Portal, organization surveyed (print and electronically,) 15 of 42 or 36% of teachers at the target school, 85 of 487 or 17% of parents and students at the target school. Initial feedback to determine needs were gathered via printed and electronic surveys as well as in-person and virtual meetings. The stakeholder feedback given via surveys and meetings was used by the program team to determine and develop the types of the program activities this community learning center plans to implement.

During the implementation of the 21st CCLC program, stakeholders will be engaged annually via End-of-the Year(academic year) Surveys. The End-of-the-Year stakeholder feedback that will be given via surveys will be used by the program team to determine and develop the types of the program activities this

community learning center will implement in the subsequent year as well as program changes that may need to be applied. These surveys(printed and electronic) will be completed by stakeholders: participating students, participating students family members and participating students school day teachers. The topics in which stakeholders, participating students, will be engaged and surveyed will include but are not limited to enjoyment of activities in my afterschool program, afterschool program with adult staff who care about me, feeling safe in the afterschool program, afterschool program helping students get along well with others, afterschool program helping students solve problems in a positive way, afterschool program helping students with homework, afterschool program helping student improve grades.

The topics in which stakeholders, participating students' parents, will be engaged and surveyed will include but are not limited to satisfaction with the afterschool program, friendliness of afterschool program staff, helpfulness of afterschool program staff, satisfaction with the after school program staff's ability to work with their participating student, satisfaction with after school programs variety of activities offered to their child, satisfaction with this after school programs meals and snacks, satisfaction with after school programs safety of the program environment, things parent would change about the afterschool program, would parents recommend afterschool program to other parents, satisfaction with your child's improvement in ability to stay out of trouble in this afterschool program, satisfaction with homework completion, satisfaction with your child's ability to get along with others in this afterschool program, family engagement topics/activities parents want to explore.

The topics in which stakeholders, school day teachers, will be engaged and surveyed will include but are not limited to: the quality of students homework completion, the student's timely submission of homework, the students participation in class, students level of engagement, the students regular class attendance, the students attentiveness in class, the students behavior in class, the students demonstration of academic performance, the students positive interactions with other students, the students demonstration of self-efficacy, the students parent/adult family members interest or involvement in the students schooling, level of safe and supportive relationships with peers and adults as well as what could the 21st CCLC program do to better assist this student.

Additional feedback will be obtained monthly, after family engagement activities. Adult family members will be surveyed(printed and/or electronically) to provide feedback on family engagement programs provided. Feedback will also be requested related to the needs of families, the needs of the participating students and indicate any participant knowledge gained.

### 3.6 Assessing Program Needs

#### Instructions

Use the Know Your Schools portal to review the school-level data for the target school(s) under the following areas:

- Assessments-Academic Achievement, Growth, and Participation
- Assessments-English Language Learners
- Acceleration
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box below to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

*Refer to the RFP for more information.*

Sadly, some young people are failing to learn basic skills (i.e., reading, writing and mathematics) during the school day. Poverty, family stress, low academic achievement levels by students, and low adult educational attainment are all factors that place the youth in our communities at risk of educational failure. These negative factors are present throughout our nation and in the state of Florida and are especially present in the Northwest Florida communities that Boys & Girls Clubs of the Emerald Coast(BGCEC) 21st CLCC program plans to serve. We will target Oakcrest Elementary school(serving grades Kindergarten-5th , ages 5-12 years old) in the Pensacola, FL community with the 21st CLCC program. There is not a county-wide, Escambia County School District sponsored Afterschool program, a clear gap in afterschool and out-of-school time services. There are no individual school sponsored afterschool programs that are established at the target school, Oakcrest Elementary. Oakcrest Elementary(located at 1820 Hollywood Avenue, Pensacola, FL 32505-5342) is 2.1-miles from the Boys & Girls Club-Pensacola(Englewood Community Center Site) in Pensacola, FL. Boys & Girls Clubs of the Emerald Coast has ten(10) Clubs from Escambia to Walton County. The Pensacola Club, in Escambia County, had been operating solely out of one facility located at 2751 North H Street(Englewood Community Center) in Pensacola. There, summer and after school programs take place. August 17, 2015,



BGCEC opened a site-based After-school program facilitated out of Montclair Elementary School and opened another site-based club at Dixon School of the Arts & Sciences, June 2021. The Boys and Girls Clubs can provide adequate transportation to the Afterschool program location (Englewood Community Center Site) due to owning a fleet of vehicles to provide a safe means of mobility. Boys & Girls Clubs of the Emerald Coast has an extensive history as a structured afterschool/summer program providing activities to improve student outcomes.

High poverty rates, family stress from single parent households, low academic achievement levels by students as well as low adult educational attainment, in Pensacola, place families at risk of continuing the cycle of educational failure. With such an economically distressed geographic area that our target school serves, stressors affecting family units, it is no surprise that “Know Your School” portal shows that our target school, Oakcrest Elementary had several underperforming subgroups that scored well below the State of Florida averages on standardized assessments. Just 17% of 3rd grade students earned scores of proficiency in English Language Arts, a key performance indicator. A “Know Your Schools” portal review indicates our target population in Pensacola or Escambia County, FL attending Oakcrest Elementary School, been identified for support the 2020 – 20213. As a Title I school, this need for support has been identified years prior dating back to 2017-2018 academic year. The data indicates that there are several underperforming subgroups that contribute to this need for support. These subgroups (with a federal index of more than 10) are noted as White, Black/African-American, Hispanic, English Language Learners, Students with Disabilities and Economically Disadvantaged possess profound deficiencies. Data shows ethnic minority students face even greater academic deficiencies. Of the 487 enrolled students, 100% of the youth are economically disadvantaged. 472 students account for the Kindergarten to 5th grade population, data notes 15 Pre-Kindergarten students that are enrolled at the target school. Oakcrest Elementary School’s student population is largely comprised of Black/African-American(61%) and Hispanic(19.7) youth. 20.3% are current English Language Learners and 13.6% of the students have disabilities. Some students, 5.3%, attending Oakcrest Elementary School are homeless. The gender breakdown of youth attending the target school is 52.2% female and 47.8% male.

#### ASSESSMENTS: Achievements

The Assessments-Academic Achievement, Growth, and Participation provides a snapshot of the academic needs of students at Oakcrest Elementary. The assessment for academic achievement denotes four achievement components: English Language Arts, Mathematics, Science, and Social Studies. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for all/ total students indicated that 53.5% scored a Level 1, 31% scored a Level 2, 12.3% scored a Level 3, and 2.7% scored a Level 4. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group by Race “White” students indicated that 36.4% scored a Level 1, 40.9%

scored a Level 2, 18.2% scored a Level 3, and 4.5% scored a Level 4. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group by Race “Black/African-American” students indicated that 57.5% scored a Level 1, 29.2% scored a Level 2, 10% scored a Level 3, and 2.5% scored a Level 4. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group by Race “Hispanic” students indicated that 50% scored a Level 1, 32.1% scored a Level 2 and 17.9% scored a Level 3. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group “English Language Learners” students indicated that 63% scored a Level 1, 25.9% scored a Level 2 and 11.1% scored a Level 3. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group “Students with Disabilities” indicated that 88.5% scored a Level 1, 7.7% scored a Level 2 and 3.8% scored a Level 3. The 2020.2021 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group “Economically Disadvantaged” students indicated that 54.8% scored a Level 1, 28.7% scored a Level 2, 14% scored a Level 3, and 1.9% scored a Level 4. When reviewing data from the underperforming subgroups, there is a substantial gap that exist in performance when comparing 36.4% of White students with 57.5% of Black/African-American students that scored a Level 1. In turn, when reviewing the results scored at Level 4, 4.5% of White students and 2.5% of scored Black/African-American “Proficient.” Hispanic students trailed closely with Black/African-American students in Level 1 scoring, with 50% earning scores deemed inadequate. Student with Disabilities Level 1 outcomes represents the largest deficit in the English Language Arts Assessments, with 88.5% of this subgroup earning scores deemed inadequate.

The 2020.2021 Mathematics Assessment Results by Achievement Levels for all/ total students indicated that 46.8% scored a Level 1, 19.9% scored a Level 2, 23.7% scored a Level 3, 8.1% scored a Level 4, and 1.6% scored a Level 5. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group by Race “White” students indicated that 28.6% scored a Level 1, 14.3% scored a Level 2, 42.9% scored a Level 3, 9.5% scored a Level 4 and 4.8% scored a Level 5. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group by Race “Black/African-American” students indicated that 52.9% scored a Level 1, 22.3% scored a Level 2, 18.2% scored a Level 3, and 6.6% scored a Level 4. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group by Race “Hispanic” students indicated that 51.9% scored a Level 1, 11.1% scored a Level 2, 18.5% scored a Level 3, 14.8% scored a Level 4 and 3.7% scored a Level 5. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group “English Language Learners” students indicated that 53.8% scored a Level 1, 11.5% scored a Level 2, 19.2% scored a Level 3 and 15.4% scored a Level 4. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group “Students with Disabilities” indicated that 76.9% scored a Level 1, 19.2% scored a Level 3 and 3.8% scored a Level

4. The 2020.2021 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group “Economically Disadvantaged” students indicated that 48.1% scored a Level 1, 21.2% scored a Level 2, 22.4% scored a Level 3, 7.1% scored a Level 4 and 1.3% scored a Level 5. Compared to all other subgroups, the subgroup by race Black/African-American, English Language Learners and Students with Disabilities, had no students who earned a Level 5 on Mathematics Assessments. Student with Disabilities Level 1 outcomes represents the largest deficit in the Mathematics Assessments, with 76.9% of this subgroup earning scores deemed inadequate. The subgroup by race Black/African-American Level 1 outcomes represents the second sizable deficit in the Mathematics Assessments, with 52.9% of this subgroup earning scores deemed inadequate.

The 2020.2021 Science Assessment Results by Achievement Levels for all/ total students indicated that 31.1% scored a Level 1, 23% scored a Level 2, 32.8% scored a Level 3, 6.6% scored a Level 4 and 6.6% scored a Level 5. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group by Race “White” students indicated that there is not enough data is available to display. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group by Race “Black/African-American” students indicated that 32.4% scored a Level 1, 29.4% scored a Level 2, 32.4% scored a Level 3, 2.9% scored a Level 4 and 2.9% scored a Level 5. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group by Race “Hispanic” students indicated that there is not enough data is available to display. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group “English Language Learners” students indicated that there is not enough data is available to display. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group “Students with Disabilities” indicated that there is not enough data is available to display. The 2020.2021 Science Assessment Results by Achievement Levels for the underperforming sub-group “Economically Disadvantaged” students indicated that 33.3% scored a Level 1, 25.5% scored a Level 2, 35.3% scored a Level 3, 2% scored a Level 4 and 3.9% scored a Level 5. While much of the data for Science Assessments are unable to be displayed for this subject area, there are still relevant associations to be made. Less than 4% of the subgroup by race “Black/African-American” and the subgroup “Economically Disadvantaged” students scored a Level 5 on the Mathematics Assessments. While 32.4% of the subgroup by race “Black/African-American” and 33.3% of the subgroup “Economically Disadvantaged” students scored a Level 1 on the Mathematics Assessments.

#### ASSESSMENTS: Growth (Learning Gains)

The portal clearly shows four learning gains components: learning gains in English Language Arts and Mathematics, as well as learning gains for the lowest performing 25% of students in English Language Arts and Mathematics. At the target school, in 2021, 34.4% of students in the “Economically

Disadvantaged” subgroup made academic gains in English Language Arts. 53.3% of this same subgroup, made learning gains for the lowest performing 25% of students in English Language Arts. In 2021, 34.1% of students in the “Black/African American” subgroup by race made academic gains in English Language Arts. In Mathematics, 38.6% of students in the “Economically Disadvantaged” subgroup made academic gains. 33.3% of this same subgroup, made learning gains for the lowest performing 25% of students in Mathematics. In 2021, 31.7% of students in the “Black/African American” subgroup by race made academic gains in Mathematics. Due to small numbers, data is suppressed for the other underperforming subgroups.

#### ASSESSMENTS: Participation

The number of students who participated in the assessments vary by subject area. 234 students completed the English Language Arts Assessment. Similarly, 230 students completed the Mathematics Assessment. Just 80 students completed the Science Assessment.

#### ASSESSMENTS: English Language Learners

The English Language Learners Assessments note 9.6% of students were proficient in the 2020.2021 academic year. Compared to other students in Escambia County School District indicating that the proficiency rate is 19.6%. The rate at the target school is far less than the statewide proficiency rate of 20.8%. From 2017-2018 to 2020.2021 academic years, the students at Oakcrest Elementary school consistently lag behind school district and statewide rates of proficiency for English language Learners.

#### ASSESSMENTS: Acceleration

The middle school acceleration component does not apply to the target school because Oakcrest Elementary does not serve students in middle school. Target school only serves students Pre-K to 5th grade. In order for a school to be eligible to receive the middle school acceleration component, the school must have students enrolled in both grades 7 and 8.

#### ASSESSMENTS: Discipline – Suspensions/Expulsions

There is not enough data available to display for the percent of students who have 1 or more in-school suspensions in 2020-2021. However, discipline is an issue at the target school. 40% of the underperforming sub-group “Students with Disabilities” had 1 out of school suspension. There is not enough data available to display for the percent of students who have more than 1 out-of-school suspension. There is not enough data available to display for the percent of students who have expulsions without educational services.

#### ASSESSMENTS: Attendance/Chronic Absenteeism

Poor attendance is an issue at the target school for several subgroups. Data indicated that 62% of the subgroup by race “Black/African-American” has significant occurrences of absenteeism. 18.2% of the subgroup by race “Hispanic” has significant occurrences of absenteeism compared to 10.7% of the “White” students subgroup by race. 13.8% of current “English Language Learners” subgroup have issues with absenteeism.

#### ASSESSMENTS: Graduation and Postsecondary

There are no graduation rates to review because the target school is an elementary school. There are no Postsecondary enrollment rates associated with the target school because it is an Elementary school. There is no graduation cohort to enroll in postsecondary education at this target school, it does not serve high school students.

Statistics show that families attending this school are extremely low income and are at the most risk of educational failure of any area in Northwest Florida. Consider these statistics, the Escambia County poverty rate is 14% compared to the state of Florida at 13.3 % poverty<sup>9</sup>. Our target school falls within the 32505 zip code, where according to the US Census Bureau, 10.4% of the population live below the poverty level<sup>8</sup>. Of the 487 students at our target school, 100% are eligible for free lunch. This is due to the student being enrolled in a USDA – approved Community Eligibility Provision (CEP) school and is identified as eligible for free meals based upon the Direct Certification determination or the extension of eligibility to the household due to eligibility of an identified direct certified student. The Identified Student Percentage (ISP) for our target school is 80.58% and is crucial to ensuring local education agencies (LEAs), Escambia County School District, operating the Community Eligibility Provision (CEP) receive the appropriate Federal reimbursement rate for their School Meal Programs<sup>7</sup>. The Community Eligibility Provision (CEP) is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies (LEAs) with high poverty rates to provide free breakfast and lunch to all students.

Impoverished households tend to struggle with stable, healthy lifestyles. Many homes lack access to financial resources that allow them to make healthy meal choices or give them the ability to access physical means to form an adequate physical fitness routine. Many homes that lack economic resources have little to no knowledge of healthy eating habits such as portion control or the need to reduce sugary diets. Reports from The State of Obesity notes that lower-incomes and poverty correlate strongly with an increase in obesity, since less nutritious, calorie-dense foods are often less expensive than healthier foods<sup>6</sup>. Obesity is clearly a serious health concern affecting children and adolescents at staggering rates. A decrease in the number of hours young people spend engaged in physical activity and poor food choices have increasingly become the focus of national attention. Many complex factors contribute: loss

of play space; a decline in physical education requirements within the school setting; prevalence of sedentary activities, calorie dense and nutrient deficient fast and prepackaged food. In short, young people currently exist in environments that de-emphasize good health and nutrition, while reinforcing inactivity and poor eating habits.

Children need safe, predictable, stable environments and reliable relationships in order to thrive. Family stress due to the plight of leading a household as a single parent bear a crucial set of risk-factors that contribute to the likelihood that a child would struggle with academic achievements. Regardless of the cause for single parent households, that designations suggest there will be an increase probability that there will be issues student learning. Children in intact families tend to have greater academic achievement and educational attainment and are less likely to exhibit behavioral problems in school. Their parents tend to be more involved in their school activities and to have higher expectations for them<sup>2</sup>. According to Census data, there are 35.2% of household that have never been married<sup>9</sup>. In Escambia County, 51.5% of households are led by single parents<sup>9</sup>. Studies show that there is correlation to single parenting and poor academic achievement in core subjects like math and science. Single parenting is associated with lower math and science achievement among young children<sup>5</sup>. Studies also show a correlation between Single Parenting and the need for children to be placed in special education classes. Children in special-education classes were more likely to come from single-parent households (58 percent) than from two-parent households<sup>2</sup>.

Low adult educational attainment adds to the student's plight. Students continually look to adults to be role models for the goals and success. Inherently, they seek to pattern after adults whom they are related to or spend the most time with. This usually tends to be a household parent or guardian. In Escambia County, just 26.8% of adults attained a High School Diploma or equivalent degree<sup>9</sup>. Within the 32505 zip code, only 12.4% of adults have earned a Bachelor's Degree or higher compared to 30.5% of adults in the State of Florida<sup>9</sup>. The high school graduation rate in Escambia County is 87% which falls below the state average of 90.1% <sup>4</sup>. There is substantial gap in household role models for students at Oakcrest Elementary.

It is clear that economic distress and the many stressors related to poverty and educational advancement in Pensacola, especially in the 32505 zip code and our targeted schools, create a critical need for 21st CLCC programming to provide students with a safe, healthy learning program, staffed by caring, competent and supportive adults that will impact and enrich thus filling existing gaps in services to target population. Parental support and participation is critical. Studies note, when enrolled in a program that encouraged adult support, students from low socio-economic groups reported higher levels of effort towards academics<sup>1</sup>. Family and community members with an investment in an academically connected afterschool program will tend to be more interested and involved in their own children's

learning, in the learning of all children in the program, and in the life of the program and school as a whole.

Boys & Girls Clubs of the Emerald Coast maintains a strong relationships with various entities that will allow for the successful implementation of the 21st CCLC program. Designated support staff have appropriate expertise and education experience to work with the specified age group(s) in the activities proposed plus provide intensive mentoring. This 21st CCLC program will occur afterschool and during the summer months. Summer programming will engage youth in learning and reduces the potential for summer learning loss. BGCEC connected with the Escambia County School District Administration as well as the Administration at the target school. It is these in-depth conversations with District Administration and principals from our target school, self -reporting from students and parents, surveys from program team, community meetings, school grade reports, certified letters mailed to Private Schools, meetings with Private school administrators and socio-economic factors of the students at Oakcrest Elementary that pressed us to identify the need for an afterschool and summer program targeting Oakcrest Elementary in Pensacola, FL. Active relationships indicate we can gain ready access to student grades, progress monitoring reports, attendance records, behavioral logs as well as standardized testing scores. This 21st CCLC will reduce the food insecurity barrier many students at the target school face by providing snacks and meals. The Club partners with Feeding the Gulf Coast which provides USDA sponsored snack/meal program at no cost to the organization or the Club members.

An analysis of survey data from the program team, community, parents, students, teachers and administrators provided a host of insight into the needs of students and their families. Feedback noted that 67% of parents had no idea where to locate an afterschool or summer program and just 33% could afford some cost associated with their child attending an afterschool or summer program. In the community in turn, the majority revealed that they felt their children needed an afterschool and summer program. 100% of the teachers surveys indicated that they believed students needed access to both an afterschool and summer program. The target school principal indicated that literacy education and an improvement in English Language Arts skills was her student's primary need due to apparent deficiencies. School day teachers stated that they strongly agreed that an academic focused and structured afterschool /summer program would help improve and increase "homework completion" rates. While there was a sufficient feedback shared from many parties, there were recognizable trends visible throughout all the results. Teachers believed the top 4 greatest struggles of students are reading at grade level, understanding math concepts, behaving in class, and understanding teacher instructions. The top 4 greatest needs that parents indicated their children have in an afterschool or summer program are homework help, snacks/meals, reading help and math help. Information gathered from the community, program team, administrators and teachers regarding the top 4 needs they believed



students need was very similar. Additionally, the program team noted that 100% of them believed reading help and math help were the greatest needs versus homework help and snack/meals ranking top 2 by parents. Data also noted these stakeholders believed students needed Art and music programs, fitness programs, science and engineering projects, behavior improvement interventions along with drug and violence prevention programs. The majority of youth surveyed stated they have the hardest times or most struggles with homework, reading, math and making friends. The top four areas students indicated they would like in an afterschool and summer program are homework help, reading help, math help plus Art/painting. Similarly to parents and the program team, students also had an interest in music program and ranked it number five. Interestingly, students surveyed, from all grade levels overwhelmingly stated they would attend an afterschool and summer program, every day of the week. Survey also asked parents for input regarding hours of program operation. The majority of Parents indicated they would need for their child to attend an afterschool and summer program 5 days per week, at least 3 hours during the school year. During the summer 50% of parents needed the program to last 8 hours, 11% needed 6 hours, 31% needed 4 hours and 8% needed less than 4 hours.

BGCEC 21st CLCC program will strengthen families in our targeted school through family enrichment activities, increased parent participation in their child's academic path, attention to behavioral needs as well as access to Adult resources. As disclosed in the needs assessment, there are a host of needs that parents desire to receive and interest that parents wish to investigate further. The topics and interest that ranked the highest in the needs assessment are: healthy parenting, parenting skills, adult literacy, financial literacy, strategies to help youth complete homework, conflict resolution, Disciplining youth, student test-taking strategies, helping youth study at home, effective communication with school day teachers and navigating community resources. Therefore, our adult family member "sample" schedule of activities illustrates the opportunities for adults to engage monthly, in the evenings, for at least 1 hour and focused on specific topics. Family engagement activities will be scheduled virtually and in-person to accommodate various work schedule, adult family availability, increase the pool of event facilitators and increase family involvement. There will be no cost for adults and family members to participate in engagement events.

A quality out-of-school time program that BGCEC provides, compliments, but does not duplicate regular school day instruction by including developmentally appropriate academic support and enrichment activities that complement the school curriculum. The proposed effective out-of-school time program consists of activities that are planned and supported through resources which meet the needs of the whole child and reflect his/her interests and abilities. The Boys & Girls Clubs of the Emerald Coast(BGCEC) 21st CLCC program will address the needs identified above and provide opportunities for academic enrichment that will allow participants to meet and exceed state academic standards.



Needs Assessment Sources:

1. American Psychological Association, Education and Economic Status,  
<http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx>
2. Family [Facts.org](http://www.familyfacts.org/briefs/35/family-structure-and-childrens-education), Family Structure and Children's Education,  
<http://www.familyfacts.org/briefs/35/family-structure-and-childrens-education>
3. Florida Department of Education, Know Your Schools Portal ([fldoe.org](http://fldoe.org)),  
<http://edudata.fldoe.org/ReportCards/Schools.html?school=0281&district=66>
4. Florida Department of Education, Florida's High School Cohort 2020-21 Graduation Rate,  
<https://www.fldoe.org/core/fileparse.php/7584/urlt/GradRates2021.pdf>
5. Suet-Ling Pong and Gillian Hampden-Thompson, "Family Policies and Children's School Achievement in Single- Versus Two-Parent Families," Journal of Marriage and Family, Vol. 65 (August 2003), pp. 694,  
<http://apps.eui.eu/Personal/Dronkers/articles/journalmarriagefamily2003.pdf>.
6. The State of Obesity, obesity rates and Trends, <http://stateofobesity.org/rates/>.
7. United States Department of Agriculture, Food and Nutrition Service,  
<https://www.fdacs.gov/content/download/75656/file/CommunityEligibilityProvisionAnnualNotificationofLocalEducationAgencies22-23.xlsx>
8. United States Census Bureau, U.S. Census Bureau QuickFacts: Escambia County, Florida,  
<https://www.census.gov/quickfacts/fact/table/bellviewcdpflorida,escambiacountyflorida/PST045221>
9. United States Census Bureau, Escambia County, Florida - Census Bureau Profile,  
<https://data.census.gov/cedsci/profile?g=05000000US12033>

### 3.7a Intentionally Designing Activities

#### **Instructions**

Upload a completed site profile worksheet for each site proposed. Create a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block.

*Refer to the RFP for more information*

Click [here](#) to download and complete the Site Profile Worksheet.

Click "Upload a file" to upload completed Site Profile Worksheet(s) and Schedule(s).

[SiteProfile\\_SampleSchedules.BGCEmeraldCoast.Escambia.pdf](#)

**Filename:** SiteProfile\_SampleSchedules.BGCEmeraldCoast.Escambia.pdf **Size:** 3.2 MB

### 3.7b Intentionally Designing Activities

#### **Instructions**

Use the text box to submit a narrative that outlines how the activities in the proposed schedule address the needs identified in the program needs assessment. Describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence. Provide references for the evidence levels.

Describe the program's recruitment strategy. Outline the communication strategy the program will use to recruit and retain students and families. Describe how families will be selected for participation and encouraged to attend program activities. Identify any enrollment priorities and how they will be carried out.

*Refer to the RFP for more information.*

The Boys & Girls Clubs of the Emerald Coast(BGCEC) 21st CLCC program will address needs identified above and provide activities to improve and strengthen students academically and socially. The program team has collected data and mapped assets to determine the needs of the community learning center. The activities listed below are linked to improving academic skills(especially English Language Arts), supporting positive youth development, fostering the development of employ 21st century skills, increasing student engagement and increasing family engagement. Operational planning resulted in activity design, student recruitment and retention plan as well as the identification of partners. This

design will allow the 21st CCLC program to host students in three groups of twenty: Kindergarten to 1st Grade, 2nd Grade to 3rd Grade and 4th Grade to 5th Grade.

#### Activity: Academic Enrichment

Identified Need from Assessment: Formal assessment rates indicate clear academic deficiencies, survey data notes that students need and want support with homework completion

Implementation Plan: Strategies will be used to effectively coordinate homework activities without interfering with the school day and other program activities and will also engage students who do not have homework. Strategy #1 – Students will be given the opportunity to work on homework during the program. To support student learning, both part-time staff and certified teachers will be available on-site to assist students who require additional help, provide tutoring and mentoring. Strategy #2 –To engage and retain the interest of youth who have completed their homework assignments, the program will provide students with opportunities to participate in high-yield activities such as multiplication relays, sight-word bingo, Jeopardy Geography. Each strategy will be led by a certified teacher and will not exceed a ratio of 1:20 for enrichment activity and 1:10 for academic activity. This activity is based on the individual's need for reading, math and science assistance beyond the school day, activity will take place 4 days/week, for 1 hour per day, during the school year, no homework help in the summer months.

#### Intervention: Homework Help/Tutoring

Level of Evidence: Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias

References for the Evidence Level: Cooper, Robinson, & Patall (2006); Cooper & Valentine (2001); Epstein & Van Voorhis (2001), Morris, Shaw, & Perney, (1990), Leslie (1998), Prenovost (2001)

#### Activity: Literacy Education Programs ~ English Language Arts

Identified Need from Assessment: Target school Principal indicated literacy is the students greatest need for support and specifically requested this intervention be implemented in the afterschool and summer program. Surveys from need assessment note that students want help with reading and adults surveyed believed students needed help in this subject area.

Implementation Plan: Due to the importance of literacy on academic performance, the program will provide scheduled time for all students to participate in this computerized supplementary reading program that provides guided reading instruction to all grade levels. Students will have the opportunity to select and read a book based on their area of interest and reading level. Upon completion of a book, students will take a computerized quiz based on the book's content and vocabulary. School Day teachers, certified teachers and program staff will monitor quiz performance. This oversight provides an indicator of student progress and can help to identify students who may need additional reading assistance. As those students are identified, certified teachers will develop individualized lesson plans for the student to

address the deficiency and promote comprehension and reading fluency. All reading activities will be aligned to the student's regular school day. Students will be recognized for the reading efforts, achievements and number of books completed. Intervention will implement 2 recommendations from the practice guide "Providing Reading Interventions for Students in Grades 4-9": provide purposeful fluency-building activities to help students read effortlessly and routinely use a set of comprehension-building practices to help students make sense of the text. Activity will take place 2 days per week 30 minutes per session, coupled with Reading Club intervention for the entire school year, no Accelerated Reader in the summer program. One certified teacher will lead group with student ratio 1:20.

Intervention: Accelerated Reader

Level of Evidence: Tier 1-Strong Evidence: Well-designed and implemented experimental study, meets What Works Clearinghouse (WWC) standards without reservations, Practice Guide recommendations are both based on strong levels of evidence. There is consistent evidence that meets WWC standards and indicates that the practices improve outcomes for a diverse student population.

References for the Evidence Level: Bullock, J. C. (2005); Shannon, L. C., Styers, M. K., & Sicheloff, E. R. (2010); Studies for recommendations: Denton et al. (2008), Fogarty et al. (2017), J. Kim et al. (2017), J. Kim et al. (2011), Therrien et al. (2006), Vadasy & Sanders (2008)

Activity: Literacy Education Programs ~ English Language Arts

Identified Need from Assessment: Target school Principal indicated literacy is the students greatest need for support. Surveys from needs assessment note that students want help with reading and adults surveyed believed students needed help in this subject area. This activity is based on the individual's need for reading, math and science assistance beyond the school day to help the targeted youth increase their proficiency in these subject areas identified by teachers and parents.

Implementation Plan: Due to the importance of literacy on academic performance in every subject area, the program will provide daily activities that incorporate a variety of learning techniques to include but not limited to: reading groups/circles, book discussions, story time, literature dramatizations, comprehension activities, reading aloud, and reading fluency exercises. K and 1st grade students will use curriculum to train them in phonics which involves various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words or that focus on teaching children to detect, identify, or produce rhyme or alliteration. BGCEC will provide time each week of reading instruction led by Certified Teachers with the assistance of program staff and volunteers. The program will not exceed a student/ teacher ratio of 1:10. All reading activities will be aligned to the student's regular school day. Intervention will implement 1 recommendation from the practice guide "Providing Reading Interventions for Students in Grades 4-9": Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. Intervention will implement 3 recommendations from the practice guide "Foundational Skills

to Support Reading for Understanding in Kindergarten Through 3rd Grade”: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge; Develop awareness of the segments of sound in speech and how they link to letters, Teach students to decode words, analyze word parts, and write and recognize words. Activity will take place 2 days a week, for 30 min and coupled with Accelerated Reading during the school year. In the summer, activity will take place 2 times per week for one hour. One certified teacher led group with student ratio 1:10.

Intervention: Reading Club and Phonological Awareness Training

Level of Evidence: Tier 2-Moderate Evidence: Well-designed and implemented quasi-experimental study, meets WWC standards with reservations, Practice Guide recommendation based on moderate level of evidence. There is some evidence meeting WWC standards that the practices improve student outcomes, but there may be ambiguity about whether that improvement is the direct result of the practices or whether the findings can be replicated with a diverse population of students; Tier 4-Demonstrates a

Rationale: Well-defined logic model based on rigorous research; Curriculum is Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias

References for the Evidence Level: Vaughn et al. (2016), Vaughn, Roberts, et al. (2019), R. White et al. (2006), Torgesen et al. (2006)h, Vadasy, Sanders, and Peyton (2006a), Borman and Dowl ing (2009); Maslanka, P., & Joseph, L. M. (2002), Slocum, T. A., O’Connor, R. E., & Jenkins, J. R. (1993a), Slocum, T. A., O’Connor, R. E., & Jenkins, J. R. (1993b)

Activity: Healthy and Active Lifestyle

Identified Need from Assessment: Most participants, especially students, surveyed noted that there was interest in fitness programs and access to structured activities. Assessment noted youth from impoverished homes have limited access to nutritious foods and decreased physical activity.

Implementation Plan: Program supports a healthy and active lifestyle. Healthy Lifestyles is a curriculum based program developed by Boys & Girls clubs of America that provides students the opportunity to improve their physical fitness in a series of 8 weekly non-competitive yet challenging programs that incorporate movement, play and healthy eating. The program is based on the American College of Sports Medicine’s recommendation of a minimum of 60 minutes of physical activity 5 or more times per week. Healthy Lifestyles is separated into nutrition and fitness components. The nutrition portion, Healthy Habits, of the program includes lessons related to the USDA’s my food plate, vitamins, Nutrition Bingo and the food group challenge. The Fitness portion, Triple Play, consists of structured play and daily fitness challenges including: push-ups, sit-ups, wall squats, jumping jack and 400 yard dash. Activity will take place 4(3 days focused on physical health, 1 day focused on nutrition) days a week 1 hour per day for the entire year. One program staff will lead the student group with student ratio 1:20. Intervention will implement 1 recommendation from the practice guide “Structuring Out-of-School Time to Improve Academic Achievement”: provide engaging learning experiences to combat fatigue after the school day.

#### Intervention: Triple Play and Healthy Habits

Level of Evidence: Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research

References for the Evidence Level: Capizzano et al. (2007); Arbretton et al. (2008); Borman and Dowling (2006)

#### Activity: Cultural Programs

Identified Need from Assessment: Based on student interest as identified in surveys would wanted access to creative and performing arts. Parents indicated they felt their children needed involvement in creative arts. Assessment notes that access to afterschool and summer program fosters positive youth development and positive behaviors.

Implementation Plan: Student participants will have the opportunity choose from three(3) art forms: Music, Drama and Dance 1 day per week for the entire year(student choice.) They will also all have the opportunity to participate in Visual Art Activities at a separate time 2 days a week, 1 hour per day for the entire year. Arts enrichment will allow students to explore, understand and appreciate various cultures through-out the world. From African drumming, African Dancing and traditional African Art to salsa/merengue, yodeling and the opera. Students will learn about, obtain skills and perform or display the art form they have chosen. "Student choice" activity will take place 1 day a week, 1 hour per day for the entire year. One program staff, and 2 contracted Art instructors will lead the group with a student ratio of 1:20 for Performing Arts. One program staff will lead the group with a student ratio of 1:20 for Creative Arts. Intervention will implement 1 recommendation from the practice guide "Reducing Behavior Problems in the Elementary School Classroom": Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. Intervention seeks to increases students' adaptive and on task behaviors and decreases in maladaptive behaviors, such as disruption and aggression

#### Intervention: Art Club: Creative & Performing Arts

Level of Evidence: Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias

References for the Evidence Level: (1999); Daunic et al. (2006); Frey et al. (2005); Grossman et al. (1997); Walker et al. (1998)

#### Activity: Literacy Education

Identified Need from Assessment: Target school Principal indicated literacy is the students greatest need for support and specifically requested this intervention be implemented in the afterschool and summer program. Surveys from need assessment note that students want help with reading and adults surveyed believed students needed help in this subject area.

Implementation Plan: Students participating in Author's Club will learn strategies and tips to strengthen writing skills and English Language Arts/Literacy skills. All youth will participate in writing exercises that

include journaling, poetry, short-story creation, reading text and then answering related questions, comic strips, letter writing and book development. Student author's will also use Write Brain Books curriculum. During the school year, activity will take place 1 day per week for 1 hour. In the summer months, activity will take place 2 days per week for 1 hour. Activities will be led by a certified teacher for a 1:10 ratio. Intervention will implement 1 recommendation from the practice guide "Teaching Elementary School Students to be Effective Writers": Teach students to use the writing process for a variety of purposes.

Intervention: Author's Club

Level of Evidence: Tier 1-Strong Evidence: Well-designed and implemented experimental study, meets What Works Clearinghouse (WWC) standards without reservations

References for the Evidence Level: Berninger et al. (2006); Mason and Shriner (2008)

Activity: Drug and Violence Prevention Programs

Identified Need from Assessment: Students need additional support with strategies to help promote positive behavior and assist with decreasing patterns of chronic absenteeism.

Implementation Plan: The Positive Action program philosophy, "You feel good about yourself when you think and do positive actions, and there is a positive way to do everything," underlies the content of the program units. The Positive Action curriculum includes six units; some grades have a review for a seventh unit. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. Additional components that will be implemented as part of the program are: site-wide climate development and drug education for grade 5. Activity will take place 2 days a week, 1 hour per day for the entire year. One program staff will lead group with student ratio 1:20.

Intervention: Positive Action

Level of Evidence: Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias

References for the Evidence Level: Flay, B., Acock, A., Vuchinich, S., & Beets, M. (2006), Flay, B. R., & Allred, C. G. (2003)

Activity: Technology Education

Identified Need from Assessment: Students expressed an interest in completing science experiments. Components of Technology education strengthen literacy skills, math skills, critical thinking skills and comprehension skills

Implementation Plan: Students will work in small groups to understand technological concepts Students will learn robotics, coding Ozobots, 3-D printing, coding skills, audio visual equipment operation, remote control, flight simulation and related to technology concepts. A certified teacher and part time program staff will work together. Certified teacher will lead the weekly activities for 1 hour per day with a 1:10 ratio during the school year. In the summer months, certified teacher will lead the activity that will take

place 3 days per week for 1 hour. Students will learn to read instructions, create and control a mechanical tool using scientific methods and concepts. Students increase and strengthen their Mathematics, Science and English Language Arts skills. Students will use and develop thinking and reasoning skills plus strengthen teamwork skills. This activity is based on the individual's need for reading, math and science assistance beyond the school day to help the targeted youth increase their proficiency in these subject areas identified by teachers, students and parents. Intervention will implement 2 recommendation from the practice guide "Encouraging Girls in Math and Science": Teachers should provide students with prescriptive, informational feedback regarding their performance and Provide spatial skills training.

Intervention: Tech Club

Level of Evidence: Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias and Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research

References for the Evidence Level: Hackett (1985); Fouad and Smith (1996); Mueller and Dweck (1998); Doolittle (1989); Newcombe (2002); McGraw, Lubienski, and Struchens (2006)

Activity: Academic Enrichment

Identified Need from Assessment: Survey data indicates that students have an interest in science and engineering projects. Formal assessment rates indicate clear academic deficiencies in the areas of Math and Science. When students are interested in mathematics and science, they tend to get better grades in mathematics and science.

Implementation Plan: Utilizing the "MyFuture" curriculum from Boys and Girls Clubs of America, this tool encourages youth to develop digital literacy and earn certifications, or digital badges, as they progress through the learning experiences. Digital programming embedded in this curriculum allows students to engage in a self-directed way and get support from Club staff to improve math, reading and science skills and assist youth with meeting state standards. Using a combination of facilitated and self-led experiences, program provides Club youth with foundational technology skills, then advances to "Extensions" where youth could learn can explore activities based on their interest and career pathways. Activity will take place 1 day a week 1 hour per day for the entire year. One program staff will lead group with student ratio 1:20. Intervention will implement 2 recommendation from the practice guide "Encouraging Girls in Math and Science": Create a classroom environment that sparks initial curiosity and fosters long term interest in math and science.

Intervention: Computer Science (MyFuture)

Level of Evidence: Tier 2-Moderate Evidence: Well-designed and implemented quasi-experimental study, meets WWC standards with reservations

References for the Evidence Level: Simpkins, Davis-Kean, and Eccles (2006); Updegraff and Eccles



(1996); Cordova and Lepper (1996); Parker and Lepper (1992)

Activity: Science, Technology, Engineering and Mathematics (STEM)

Identified Need from Assessment: Survey data indicates that students have an interest in science and engineering projects. Formal assessment rates indicate clear academic deficiencies in the areas of Math and Science. When students are interested in mathematics and science, they tend to get better grades in mathematics and science.

Implementation Plan: Students will conduct a variety of science experiments in the classroom. These activities will peak a variety of student interest with activities such as: creating an invisible egg shell, volcanic eruptions, rockets, Slimy Squishy Polymer Bucket of Fun, Snap Circuits Lights, K'Nex. Led by a certified teachers with a 1:10 ratio. This activity is designed to explore the concept that chemical reactions, biological processes, physics, earth science, conduct research, designing tests and report results. Time spent performing the activity will take place the entire year, 1 day a week, 1 hour per day during the school year. In the summer months, activity will take place 2 days per week for 1 hour. 1 certified teacher will lead group with student ratio 1:10. Intervention will implement 3 recommendations from the practice guide "Developing Effective Fractions Instruction for Kindergarten Through 8th Grade": Develop students' conceptual understanding of strategies for solving ratio, rate, and proportion problems before exposing them to cross-multiplication as a procedure to use to solve such problems. Intervention will implement 1 recommendation from the practice guide

"Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades": Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

Intervention: S.T.E.M. Club

Level of Evidence: Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research and Tier 1-Strong Evidence: Well-designed and implemented experimental study, meets What Works Clearinghouse (WWC) standards without reservations

References for the Evidence Level: Rittle-Johnson, Siegler, and Alibali (2001), Booth and Siegler (2008); Ramani and Siegler (2008); Barbieri et al. (2019), Bryant et al. (2016), Bryant et al. (2011), Clarke et al. (2017)

Activity: Science, Technology, Engineering and Mathematics (STEM)

Identified Need from Assessment: Survey data indicates that students want help with math. Formal assessment rates indicate clear academic deficiencies in the areas of Mathematics.

Implementation Plan: Activities involve providing opportunities for children to practice recognizing the total number of objects in small collections and labeling them with a number word without needing to count them. Certified Teacher and staff will also promote accurate one-to-one counting as a means of

identifying the total number of items in a collection. Staff and Teachers will help children recognize, name, and compare shapes, and then teach them to combine and separate shapes. Students will also be encouraged to use informal methods to represent math concepts, processes, and solutions. Intervention will implement 3 recommendations from the practice guide “Teaching Math to Young Children”: Teach number and operations using a developmental progression; Teach geometry, patterns measurement, and data analysis using a developmental progression; and teach children to view and describe their world mathematically. Activity will take place 1 day a week 1 hour per day for the entire year. Certified teacher will lead group with student ratio 1:10.

Intervention: Math Club

Level of Evidence: Tier 2-Moderate Evidence: Well-designed and implemented quasi-experimental study, meets WWC standards with reservations and Tier 4-Demonstrates a Rationale: Well-defined logic model based on rigorous research

References for the Evidence Level: Clements and Sarama (2007b); Clements and Sarama (2008); Clements et al. (2011)

Activity: Family Engagement

Identified Need from Assessment: Data from Parents and community indicated that there was a need for Adult Family support and engagement opportunities. There was specific interest in providing opportunities for parents to develop or improve parenting skills, improve literacy, including financial literacy and promote parental involvement.

Implementation Plan: Activity seeks to increase adult family member involvement in child’s academic and social experiences at the Boys and Girls Club during "Family Night" activities. Topics will vary each month and will explore subject areas that surveys indicated were of greatest need and interest including but not limited to healthy parenting, parenting skills, adult literacy, financial literacy, strategies to help youth complete homework, conflict resolution, disciplining youth, student test-taking strategies, helping youth study at home, effective communication with school day teachers and navigating community resources. Times and days of the adult family events meet the needs of working parents/guardians and reduce transportation barriers. Activities will be held in the evening afterschool and during the summer months. The activity will be held every month of the calendar year, for at least 1 hour, guided by expert speakers, and be offered in-person and/or virtually. Intervention will implement 1 recommendation from the practice guide “Reducing Behavior Problems in elementary School Classrooms”: Draw on relationships with professional colleagues and students’ families for continued guidance and support.

Intervention: Family Night

Level of Evidence: Tier 3-Promising Evidence: Well-designed and implemented correlational study, statistically controls for selection bias

References for the Evidence Level: Stevens and Slavin (1995); Kohler et al. (1997); Dunson, Hughes, and

## STUDENT RECRUITMENT AND RETENTION

The BGCEC 21st CCLC will be open to all elementary students from the target school on a first come, first serve basis. Priority will be given to those students with the greatest academic need, lowest incomes levels, reside in single parent homes or parents lack adequate education. The basis behind the priorities is the correlation that students who possess one or more of the priorities equates to increased risk of academic failure. Priorities can be disclosed if students (via Parents/Guardians) self-report or are referred by school personnel. Active recruitment will take place in the school via a strong collaboration between the target institution and BGCEC. This will occur through faculty at target school, teachers, certified teachers for 21st CCLC program and school counselor. Referrals will be made continuously through-out the academic year, flyers for the 21st CCLC program will be disseminated 4-6 weeks prior to and through-out the first 30 days of school, presentations at community meetings will be held as scheduled through-out the year, and 21st CCLC Administration will participate in quarterly outreach activities in neighborhoods serving students at Oakcrest Elementary. The program flyer will explain the programs mission, program components, benefits to participating students and a list of program partners and supporters. These flyers will be sent home with students at the target school, placed in lobbies, waiting areas, of supporting local businesses and community organizations, private schools and in any location that provides public information on behalf of the City of Pensacola or Escambia County. BGCEC will also use methods such as phone calls, texts, BGCEC social media platforms, BGCEC website and group messages via Remind App to recruit students and disseminate information about 21st CCLC program and activities. Private Schools, in the area surrounding the Target School, were contacted via certified mail. No letters that were mailed received response indicating choice to participate in the community learning center design from any private schools. Boys & Girls Clubs will send updates and invitations to participate to private schools through-out the duration of the project. This will make certain that this 21st CCLC will provide fair, equal opportunities for Private Schools to participate.

Interesting, effective programming, recognition for programmatic and academic achievements by students coupled with caring relationships with adult mentors will ensure student retention. Student recognition for achievements will occur via tangible certificates, Club billboard signage, BGCEC social media, during family engagement activities, BGCEC e-mail newsletter and/or digital badges. Upon a student entering 21st CCLC, parents and students will be asked to sign a commitment contract in order to encourage full participation in daily activities and long-term engagement in the program. This contract will outline BGCEC's desire for 21st CCLC program participants to attend regularly and have their families actively participate in engagement activities. They will also be notified of the recommendation to attend at least 30 days per year to continue enrollment in 21st CCLC programs. Failure to sign the commitment

contract will not prevent any student from participating in the 21st CCLC program. Retention plan will also involve continuous outreach to students(student interest inventory) and families to get feedback regarding student and family interests, concerns and suggestions to ensure students remain engaged. BGCEC will use methods such as phone calls, texts, and group messages via Remind App to maintain contact with parents and families. These aforementioned methods along with survey distribution during family engagement activities will provide feedback. Said feedback will be used to increase interest and adapt the program activities (for students and families) based on student and family interest and voice.

#### IDENTIFICATION AND SELECTION OF PARTNERS

Through our needs assessment process, we have sought input from community leaders, program team, parents, teachers, and school administrators which in turn resulted in community “buy-in” and development of partnerships that directly benefit our target population. There are a variety of partnerships BGCEC relies upon that produce tangible resources that will directly benefit 21st CCLC participants. From access to safe space for programming and activities to professional development opportunities for 21st CCLC staff, community partners strengthen this 21st CCLC program design. The resources will be obtained via several community partners: Boys & Girls Clubs of the Emerald Coast, Escambia County Government, Escambia County School District, Feeding the Gulf Coast, Oakcrest Elementary School, along with Starpoint Screening. Boys & Girls Clubs of the Emerald Coast provide the following for the duration of this project: Volunteers to support program implementation and services to the 21st CCLC program, 4 paid staff that provides services to the program without cost to the 21st CCLC program budget(i.e. VP of Operations, CEO, Finance Director, Area Director,) access to materials and supplies to support the program at no cost to 21st CCLC, accesses to equipment at no cost to 21st CCLC (e.g., computers, tablets, laptops, projection screens, monitors,) ability to participate in Professional Development opportunities for 21st CCLC staff at no cost to the program(BGCEC would cover training cost, if any.) Escambia County Government will provide a safe, comfortable space for 21st CCLC programming and activities to occur afterschool and in the summer months at the cost of \$1.00 per year that will be covered by BGCEC. Escambia County School District (ECSD) will assist in the student participant recruitment process and provide at least one (1) District level personnel to serve on the 21st CCLC program team. Escambia County School District will, upon written parent/guardian approval, release confidential student information for program and evaluation purposes for 21st CCLC (Data shared would include: Report Cards, Progress Reports, Attendance Records, Behavior Records, Statewide Evaluation Data/Results. Feeding the Gulf Coast will provide access to healthy snacks (afterschool and summer program) and meals(summer program) at no cost to the 21st CCLC program. Nutritious snacks and meals are based on USDA nutrition guidelines. Oakcrest Elementary School will facilitate an active partnership to implement 21st Community Learning Center programs with 60 students in grades K-5th, who attend Oakcrest Elementary School. Oakcrest will assist in the student participant recruitment

process by sharing program information with families who have students attending Oakcrest Elementary School. Oakcrest Assistant Principal will serve on the 21st CCLC program team and upon written parent/guardian approval, release confidential student information for program and evaluation purposes for 21st CCLC(Data shared would include: Report Cards, Progress Reports, Attendance Records, Behavior Records, Statewide Evaluation Data/Results. StarPoint Screening will work with BGCEC Human Resource Administrator to provide all initial pre-employment/back ground screening for new hires at no cost to the organization. Initial screening will occur prior to the use of Florida Background Screening Clearinghouse for Level II screenings.

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### 3.7c Intentionally Designing Activities

#### **Instructions**

Upload a completed Partners Table and the letters of support including a letter from school district executive leadership (Superintendent or Assistant Superintendent) and an administrator from the target school. For other partners, describe the tangible contribution of the partner and the frequency of the contribution to the program.

*Refer to the RFP for more information.*

**Click [here](#) to download the Partners Table.**

**Click "Upload a file" to upload Partners Table and Letters of Support.**

[PartnershipLettersandAgreements\\_BGCEmeraldCoast\\_Escambia.pdf](#)

**Filename:** PartnershipLettersandAgreements\_BGCEmeraldCoast\_Escambia.pdf **Size:** 5.6 MB

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### 3.8a Recruiting and Retaining High Quality Staff

#### **Instructions**

Use the text box to describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section.

*Refer to the RFP for more information.*

The 21st CCLC program at Pensacola Club will be staffed by caring, competent and supportive adults that gauge what assistance our youth needs, provides support and resources plus introduces them to fundamental life lessons that ensure great futures. BGCEC's leadership process is vital to ensure that stakeholders (e.g., program staff, students, teachers, parents, and community partners) are equipped with the skills they need to help achieve and support program objectives. Therefore, the Boys & Girls Clubs organization as a whole is structured so that they can efficiently and effectively manage an operation that serves thousands of young people each year. This is accomplished via a defined management system that encompasses a CEO(1), Administrator of Organizational Advancement(1), VP of Financial Advancement(1), VP of Operations(1), Area Director (1), Club Directors(9), Program Directors, Finance Staff, Resource Development Director along with Program Staff.

The staffing structure at the Pensacola Club will be comprised of one Grant Administrator, one Club Director, one Site Coordinator, three Certified Teachers, three Program Staff persons, one Bus Driver, one Finance Professional, one Human Resource Professional and two contracted Performing Arts teachers. The positions that will be hired in the community learning center are a Grant Administrator, Club Director, Site Coordinator, three Certified Teachers, three Program Staff persons, one Bus Driver, one Finance Professional and one Human Resource Professional(outlined in administrative cost,) and two Performing Arts teachers. Grant Administrator(VP of Financial Advancement) will serve as the main contact to interface with the Department of Education about the community learning center Project. Grant Administrator will develop survey tools to measure impact and outcomes of enrichment activities and will review students attendance records, grade reports, surveys, progress monitoring and any standardized test to ensure program outcomes are being achieved and student needs are being met. Grant Administrator will facilitate program team meetings, solicit their feedback and oversee the solicitation of stakeholder feedback. Grants Administrator will maintain contact with private schools to ensure equitable access to 21st CCLC programming. Grant Administrator will work closely with the Finance Department to ensure correct financial management, purchasing and tracking of grant expenditures. The Club Director will oversee day to day operations of the Club site to include ensuring 21st CCLC program is successfully implemented and the student needs are being met. Club Director will supervise staff at Club and ensure staff have access to high quality professional development opportunities. Club Director will communicate with parents, school district and target school administration to assist with student recruitment and dissemination of program information. Grant Administrator and Club Director will work together along with the program team to formulate and implement strategies for a successful sustainability plan. The Site Coordinator (full-time, 40 hours per week) will be responsible for implementing and overseeing the academic and enrichment curricula of the program determined by student need as outlined above. Site Coordinator will maintain communication with school day teachers and administration to ensure student recruitment and collaboration with school

day staff. To retain students, Site Coordinator will collect and review feedback from students and families regarding student and family needs through-out the duration of the project. Site Coordinator will make community connections to strengthen and grow community partnerships. The site coordinator will collaborate with the target school and community to find resources to provide enrichment to students and families in the program. Club Director and Site Coordinator will work together to disseminate program information to participating students and families. They will also work together to plan family engagement activities based on needs outlined by the program team, stakeholders, teachers and parent surveys. The Site Coordinator will also provide direct services to students as needed. Bus Driver will possess a valid CDL and be skilled at school bus operation. Bus Driver will have the ability to safely transport youth from the target school to the Pensacola Club daily in the after school program. Organization maintains a fleet of vehicles/buses that will allow for the safe transportation of students from the target school to the community learning center. Financial Advancement Professional will oversee all grant financial transactions, submit reimbursements, track expenditures and provide financial reports. Finance Professional will assist with all financial functions including: accounts payable/receivable, financial operations, office supply purchasing, maintaining vendor records, charitable giving, sustainability plan and assists with a number of ongoing responsibilities in accordance with generally accepted accounting principles and established company policy and procedures. Human Resource Professional (Administrator of Organizational Advancement) will have the primary day-to-day responsibility for planning, implementing, managing and controlling all personnel related activities, as well as guide and manage the overall provision of Human Resources services, policies, and programs of the company. Human Resource professional will track staff professional development to ensure certifications and licensed staff remain current and that staff are accessing and completed high quality professional development opportunities. Prior to hire, Human Resource Professional will confirm potential staff eligibility based on pre-employment screening and Level II background screening. Certified Teacher(part-time, 10 hours per week) will plan, implement, supervise and evaluates academic activities of the 21st CCLC program. Leading academic activities, Certified Teachers will ensure interventions are completed to yield high improvements for students. Program Staff (Youth Development Specialist, part-time, less than 29 hours per week) will plan, implement, supervise students and evaluate activities provided within a specific program area, such as Education, Special Education, Arts, Computer, Health & Life Skills and Physical Education. Additional work time(1 additional hour per day for program staff) in the budget is allocated outside of direct service time to students to allow for daily activity and program planning, securing of materials and supplies and setting up activity area. Additional time/days in the budget are allocated outside of direct program time for Grants Administrator, Site Coordinator and Finance Professional to complete evaluation processes, program plan, plan and host family engagement activities, disseminate program information, host program team meetings, report outcomes and complete financial process necessary for the successful implementation of the 21st CCLC.



In addition, site will be staffed with three (3) Certified Teachers that will be paired with three(3) part time program staff(Youth Development Specialist.) This staffing structure will allow 21st CCLC program to host students in three groups of twenty: Kindergarten to 1st Grade, 2nd Grade to 3rd Grade and 4th Grade to 5th Grade. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. The qualifications for the part-time program staff include a high school diploma, some college preferred, experience working with youth and BGCA training. These positions are part time and are responsible for direct service delivery of their content to students. All staff will be CPR/first Aid Certified, undergo Level II background screening (volunteers also) and drug testing.

An additional recruitment and retention strategy will be employed. BGCEC will pay livable wages or wages that are comparable to the rates of pay being currently offered in their region of residence. The minimum wage in Florida is at \$10.00 per hour. At the Escambia County School District, the starting rate of pay for Paraprofessionals is \$10.17 per hour. No staff persons employed at the 21st CCLC will earn less than \$15.00 per hour. The salaried staff and those possessing certifications in teaching will earn an even higher rate of pay per hour, as noted in the budget. The starting salary rate for Certified Teachers employed with Escambia County School District in the 2021-2022 academic year is \$43,500 or \$20.91 per hour. The rate of pay offered to 21st CCLC Certified Teachers will be \$25.00 per hour.

The provision of high quality professional development opportunities will make certain qualified staff are retained and can successfully operate and implement 21st CCLC programming. Boys & Girls Clubs has access to a variety of training tools designed to develop the competencies and the capacity of Boys & Girls Clubs professionals. Through online and in-person learning opportunities Club staff receive information and resources to position them for long-term success in their role. Clubs will access training via a variety of vendors. Spillet Leadership University(a training portal designed specifically for Boys & Girls Clubs,) is a comprehensive training site dedicated to enabling Clubs to have the most impact as possible on youth by strengthening the leadership capabilities of staff at every level of the organization. Training portal provides meaningful, online, blended and face-to-face continuous learning opportunities. Staff will have online and face to face trainings facilitated by the American Heart Association, virtual training by Florida Department of Children and Families, virtual training from You 4 Youth and virtual training from MENTOR.

The following list a quarterly schedule of trainings\* for the community learning center staff. Staff will be given an opportunity to choose a minimum of 2 learning opportunities per month (virtual or in-person) out of 6 opportunities made available per quarter. Staff may exceed 2 trainings per month or more than 6 per quarter. Staff will be highly encouraged to engage in additional trainings that support the



successful operation of the community learning center.

Quarter One: CPR/1st Aid, Mandated Reporter/Duty to Report, Introduction to Managing your 21st CCLC Program, Family Engagement, Implementation Strategies, Hands On Learning, Promoting Positive Behavior

Quarter Two: Stages of Child and Adolescent Development, Literacy, Creating a Positive Learning Environment, Classroom management training, Student Voice and Choice, Education Learning Journey

Quarter Three: Strategic Partnerships, Coaching my Staff, Advice and Resources for Helping your Mentee with Homework, High Yield Activities Session, How to Manage Behavioral Issue with your Mentee, Academic Support in Out-of-School time

Quarter Four: Helping Mentees to Set and Achieve Goals, InsideOut Coaching, Abuse Prevention Refresher, Continuous Quality Improvement, Summer Learning, MyFuture Computer Science

\*Trainings contingent on availability of expert speakers, facilitators

### **3.8b Recruiting and Retaining High Quality Staff**

#### **Instructions**

Upload sample job descriptions for each position mentioned above that include the qualifications and the duties of each position.

*Refer to the RFP for more information.*

**Click "Upload the file" to upload Sample Job Descriptions.**

[Sample Job Descriptions\\_BGCEmeraldCoast\\_Escambia.pdf](#)

**Filename: Sample Job Descriptions\_BGCEmeraldCoast\_Escambia.pdf Size: 6.8 MB**

### 3.8c Recruiting and Retaining High Quality Staff

#### Instructions

Provide a schedule of training for the community learning center staff.

*Refer to the RFP for more information.*

**Click "Upload a file" to upload Schedule of Training.**

[Schedule of Trainings\\_BGCEmeraldCoast.pdf](#)

**Filename: Schedule of Trainings\_BGCEmeraldCoast.pdf Size: 430.9 kB**

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### 3.9 Implementing with Fidelity

#### Instructions

Use the text box to describe the program strategy for ensuring that the activities proposed in this application are implemented with fidelity. Include the methods the community learning center leadership will use to ensure that the number of days and hours of programming are provided and that the programming is delivered with rigor. Identify the data points to be used to determine if the program is effective and how the community learning center staff will collect those data points. Explain how the data points will be used to revise, adapt or eliminate programming and the frequency of that process.

*Refer to the RFP for more information.*

Evaluation of program quality is integral to maintaining high quality programs and assessing progress towards achieving the primary program objectives. The data points that will be used to determine program success are: number of youth served, number of days participated in the 21st CCLC program, increase in student school day attendance, students meeting or exceeding academic standards for English Language Arts, Mathematics and Science, increase in student's positive behavior and an increase in adult family member's engagement in student's academic career. The Grant Administrator will evaluate the program by generating relevant reports, identifying outcomes and reporting results to stakeholders, program staff and program team. Grant Administrator will develop assessments and protocol, conduct site visits(to ensure calendar and daily schedule is being implemented as proposed) and make recommendations; collect, analyze and interpret qualitative and quantitative data designed to measure progress towards the FL-DOE approved standards that yield improvements for students and families.

BGCEC activity design is personalized to meet student academic needs and enrichment interest outlined in the needs assessment. The program's plan for increasing student success begins with assessment and evaluation at the beginning of the academic year. Students participating in the program are assessed to determine area of interest, need and ability. Student data is generated using Assessments, Pre-test, Post-test, Teacher Observation, Observation Checklist, Rubrics, student reflections/surveys(solicited annually,) parent surveys(solicited annually and monthly) and student portfolios. Progress will be measured by school progress reports, report card grades, behavior logs, pre and post testing(measure enrichment activity effectiveness) and teacher feedback each nine weeks. Pre testing will take place at the start of the academic year as well as the start of summer program. Post-testing will occur at the conclusions of the academic year as well as the end of the summer program. Site Coordinators will provide students with access to platforms to complete a pre-/post-test assessments measuring effective program practices at the initiation and conclusion of afterschool and summer programs. All participation of pre-/post test assessment will be tracked by Site Coordinators to ensure completion by all 21st CCLC students. Procedures are in place to ensure that data is collected in a methodical manner that will not stress students, compromise or influence outcomes but are implemented with fidelity and fairness.

After every nine weeks, Grant Administrator, Site Coordinator and Certified Teachers will review progress monitoring report and grades reports for various purposes: to identify individual students with academics gaps and develop strategies for improving academic success; to use data to modify, enhance, eliminate, strengthen and improve program the 21st CCLC program. Research methodology will be used to evaluate and improve the program design in order to optimize positive participant outcomes, including academic achievement, engagement in learning, school attendance, effective communication skills, positive behavior and healthy choices. Outcomes that reveal ineffective programming will result in the restructure or elimination of program activities. The progress monitoring data will be collected to measure student gains as well as determine their growth in content knowledge and skills over a period of time.

Annually, at the conclusion of the academic year, data(from the academic year and previous summer) will be compiled to determine overall trends and program outcomes. Findings will illustrate program effectiveness in helping students meet or exceed academic standards and enrichment goals. Bi-Annually, all 21st CCLC staff will participate in program evaluations(via survey.) Grant Administrator and Site Coordinator will review the evaluation findings and put approved strategies in place to improve, strengthen and enhance 21st CCLC program. Program success will be concluded when youth meet or exceed Florida Standards of Success based on grade level. Success will be demonstrated by such measures as attendance records, progress monitoring, pre-, post- assessments, data related to student discipline and behavior, progress monitoring reports and grades reports. Findings will be shared with

general public(upon request), participants, parents, program team and stakeholders via website, newsletters, letters, and reports. Staff will always be available to answer questions or address concerns.

The community learning center leadership will adhere to scheduled program activities and use a membership tracking system to ensure that the number of days and hours of programming are provided as outlined in the site profile worksheet. Using a computer programming service, leadership will track data such as student demographic information, student and family household information, dates and times of program entry and exit per student, program activity participation by student plus location where activities are performed. This cloud based system is used at club sites to aid with data management, tracking and outcome(performance) measurement. Site Coordinators will collect student data plus track student hours of program participation. All proposed measurements will look for adherence to the program schedule, frequency of attendance and duration student participated in scheduled activities, indication of active student engagement and participation in addition to the delivery of program activities to encourage students to apply new skills.

Parents will participate in Family engagement activities each month to be assessed by attendance records and parent surveys(electronic and printed.) Family engagement activity participation, interest and knowledge gained will be assessed each month. by instructors and parent surveys during the program and at the program completion. Data collected from family engagement activities be to used to modify, enhance, eliminate, strengthen and improve the “family engagement” portion of the program the 21st CCLC program

### 3.10 Project Budget

#### Instructions

Complete and upload the DOE 101S Budget Narrative Form. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

*Refer to the RFP for more information.*

Click [here](#) to download the DOE 101S Budget Narrative Form.

Click "Upload a file" to upload the DOE 101S Budget Narrative Form.

[Budget Narrative-DOE101S\\_BGCEmeraldCoast.Escambia.xlsx](#)

**Filename:** Budget Narrative-DOE101S\_BGCEmeraldCoast.Escambia.xlsx **Size:** 88.2 kB

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### 3.11 Plan for Sustainability

#### Instructions

Use the text box to describe the agency's strategic planning process for continued sustainability of the 21<sup>st</sup> CCLC program. Describe outreach and advocacy strategies the program team will use to develop continued support after the funding ends. Explain how you will document progress towards sustainability within your progress plan.

*Refer to the RFP for more information.*

BGCEC has over 50 years of experience offering quality after school programming. Effective planning, implementation, monitoring, evaluation, and reflection of outcomes will give BGCEC the ability to sustain a high-quality program. Our 501(c)3 designation provide a conduit through which corporate, foundation and private individual contributions may be received. Historically, funding has been found from and blended with a variety of sources. BGCEC has raised funds from large corporations(i.e. AT&T, Gulf Power Company, Cox Communications, Publix Supermarkets Charities), small business(i.e. Bit Wizards, Flora-Bama Management, Inc. ), community organizations and foundations(i.e. United Way of, D.W McMillan

Trust, Chadbourne Foundation, Just in Queso Foundation, Taco Bell Foundation, Destin Charity Wine Auction) and numerous individual philanthropists. Organization also host annual individual giving campaigns and special events(Outdoor Food Festivals) 5 times per year to obtain revenue for sustainability. During the first 3 years the Clubs will target and recruit new businesses and funding partners. While not relying solely on grant funding, BGCEC and our partners will aggressively seek additional grant funds, identify and cultivate new business partners, and develop local fundraising efforts to support the project.

We will use our Club Management team(CEO, Grant Administrator, VP of Operations and Financial Advancement Professional) to implement a long-term, 4 year, sustainability plan which includes leveraging of partnerships to obtain resources. A sustainability plan with annual and bi-annual strategies with key performance indicators in support of the continuation of this project will implemented. This plan includes setting a goal: To sustain the 21st CCLC beyond year 4 of federal funding while allowing staff and volunteers to fulfill the mission of Boys & Girls Clubs of the Emerald Coast.

Key Action Steps:

1. Conducting a Gap Analysis
2. Create a comprehensive fundraising plan
3. Determine what strategies and benchmarks will be used
4. Execute the devised plan
5. Develop a case for support
6. Incorporate program team to strengthen community support and access to resources
7. Build in a continuous improvement process.

There are various key strategies that will be implemented to make certain this high quality program is sustained. This includes but is not limited to forming collaborative partnerships, maintaining diverse portfolios of funding sources, building high-quality programs(to demonstrate the organizations effectiveness and Impact), cultivating support from target school and school district, and engaging the community and soliciting their feedback. Plan also includes monthly review of expenditures through-out the duration of the grant that will leverage community resources and partnerships at the front end of the program.

BGCEC will document progress towards sustainability within it's progress plan via a variety of methods. This includes internal auditing and reporting to evaluate the sustainability performance of BGCEC using various performance indicators, benchmark analysis(% of funds obtained per month, per quarter and per year) to provide a reference point to assess trends and measure progress along with sustainability metrics and data. Review of economic metrics will indicate the creation of wealth, report its distribution and probability for future growth.

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# Priority Points

Completed - May 9 2022

## Priority Points Form

### Priority 1

Evidence that the proposal targets only high-need students and families?

Over 90% of the student body receives free/reduced price meals

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### Upload Priority 1 Evidence:

[BGCEmeraldCoast.PriorityPoint1\\_Oakcrest Elementary School Report Card.pdf](#)

**Filename:** BGCEmeraldCoast.PriorityPoint1\_Oakcrest Elementary School Report Card.pdf **Size:** 352.0 kB

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### Priority 2

Evidence that the proposal involves a partnership targeting schools in Comprehensive Support & Improvement classification

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### Priority 3:

Does this proposal serve students in high school?

No

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### Priority 4:

Is this proposal submitted from an agency that will not have any continuation projects in the 2022-23 program year?

Yes

## Priority 5

Is this proposal submitted by an agency that has never operated a 21<sup>st</sup> CCLC program?

No

## Agency Information

Completed - May 18 2022

## Form for "Agency Information"

Agency Information Form

### Agency Name

Boys & Girls Clubs of the Emerald Coast

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### Requested Funding Amount

This amount should match the total funds requested in your DOE 100A, your funding request guide and your budget narrative.

249,499.00



# FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

<b>Please return to:</b>  Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	<b>A) Program Name:</b>  Great Futures in Escambia County  <b>TAPS NUMBER:</b>	<b>DOE USE ONLY</b>  Date Received								
<b>B) Name and Address of Eligible Applicant:</b> Boys and Girls Clubs of the Emerald Coast 923 Denton Blvd NW Fort Walton Beach, FL 32547		<b>Project Number (DOE Assigned)</b>								
<b>C) Total Funds Requested:</b>  \$ 249,499.00  <hr style="width: 50%; margin: 10px auto;"/> <div style="text-align: center;"> <b>DOE USE ONLY</b>   <b>Total Approved Project:</b>           \$       </div>	<b>D) Applicant Contact &amp; Business Information</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Contact Name: Leslie Mickles</td> <td style="width: 40%;">Telephone Numbers: 850-723-3551</td> </tr> <tr> <td>Fiscal Contact Name: Crystal Mayes</td> <td></td> </tr> <tr> <td>Mailing Address: 923 Denton Blvd NW Fort Walton Beach, FL 32547</td> <td>E-mail Addresses: lmickles@bgcec.com</td> </tr> <tr> <td>Physical/Facility Address: 2751 North H Street, Pensacola, FL 32501 100 North P Street, Pensacola, FL 32505</td> <td>DUNS number: 794398339 FEIN number: 59-1267050</td> </tr> </table>		Contact Name: Leslie Mickles	Telephone Numbers: 850-723-3551	Fiscal Contact Name: Crystal Mayes		Mailing Address: 923 Denton Blvd NW Fort Walton Beach, FL 32547	E-mail Addresses: lmickles@bgcec.com	Physical/Facility Address: 2751 North H Street, Pensacola, FL 32501 100 North P Street, Pensacola, FL 32505	DUNS number: 794398339 FEIN number: 59-1267050
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Mailing Address: 923 Denton Blvd NW Fort Walton Beach, FL 32547	E-mail Addresses: lmickles@bgcec.com									
Physical/Facility Address: 2751 North H Street, Pensacola, FL 32501 100 North P Street, Pensacola, FL 32505	DUNS number: 794398339 FEIN number: 59-1267050									
<b>CERTIFICATION</b>  <p>I, <u>Shervin Rassa</u> , <i>(Please Type Name)</i> as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <b>E)</b>             Signature of Agency Head         </div> <div style="width: 30%;"> <b>CEO</b>            Title         </div> <div style="width: 20%; text-align: right;"> <b>3.18.2022</b>            Date         </div> </div>										

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single

narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Department of Education's General Education Provisions Act (GEPA)

Section 427 of the General Education and Provisions Act requires each applicant for funds (other than an individual person) includes in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

In the text area below, please provide a brief narrative outlining how your program will meet the requirements outlined in Section 427 of the General Education Provisions Act (GEPA).

The proposed Boys & Girls Clubs of the Emerald Coast(BGCEC) 21st CCLC program specifically targets and will serve students and young adults who directly come from traditionally under represented and underserved populations and who are at risk of poverty and academic failure. The BGCEC 21st CCLC program site(s) proposed in this application will - by design - serve low-income, impoverished, and disadvantaged populations. To increase awareness and participation in the BGCEC 21st CCLC program, the applicant will recruit (through one-on-one solicitation by teachers and staff members) students and families who fit this high-needs criteria. Additionally, data will be monitored to gauge the program's effectiveness in reaching under represented groups and corrective steps will be taken, if necessary, to maximize their participation. Curriculum materials – as well as instructional and support services - will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants. Informational brochures and materials will be in multilingual, Braille, word speak, and other accessible formats, as appropriate.

Boys and Girls Clubs of the Emerald Coast

**Applicant Organization**



**Signature of Agency Head**

CEO

**Title**

3.18.2022

**Date Signed**

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### **General Assurances, Terms, and Conditions for Participation in Federal and State Programs**

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
  - State laws and regulations pertaining to the expenditure of state funds.

#### **Return to:**

Florida Department of Education  
Bureau of the Comptroller  
325 West Gaines Street  
914 Turlington Building  
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

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### Florida Department of Education General Assurances, Terms, and Conditions for Participation in Federal and State Programs

**Authority for Data Collection:** 20 USC 1232e (a)

**Planned Use of Data:** The requirements established in United States Code Annotated, Title 20, Education, Chapter 31, Subchapter III, Section 1232(e), stipulate that “[e]ach local education agency which participates in an applicable program under which federal funds are made available to such agency through a state agency shall submit, to such an agency, a general application containing the assurances set forth in subsection [1232e] (b).” The application shall cover the participation by the local education agency and all other organizations participating in state and federal programs administered by the Florida Department of Education. These assurances are set forth below in the “General Assurances” section.

**Instructions:** These general assurances will be in effect for the duration of the project it covers. The state agencies or boards administering the projects covered by the application shall not require the submission or amendment of such an application unless required by changes in federal or state law, or by other significant change in the circumstances affecting an assurance in such application. The superintendent, agency head, or other authorized officer must sign the certification and return it to the following address. No payment for project/grant awards will be made by this agency without a current signed General Assurances form on file. For further information, contact the Florida Department of Education, Bureau of the Comptroller, at (850) 245-0401.

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#### Certification:

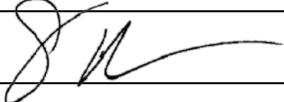
I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply with the General Assurances, Terms, and Conditions and all requirements outlined in the “Project Application and Amendment Procedures for Federal and State Programs” (Green Book).

Boys & Girls Clubs of the Emerald Coast

Shervin Rassa, CEO

(Agency Head)

I certify that the agency will adhere to each of the assurances contained in this set of *General Assurances, Terms, and Conditions for Participation in Federal and State Programs* as applicable to the project(s) for which this agency is responsible.



Signature (must be original)

3.18.2022

Date

850.344.7230

Area Code/Telephone Number

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Return original to: Florida Department of Education  
Bureau of the Comptroller  
914 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

### **General Assurances**

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.
- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.
- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).
- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.
- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.
- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.
- The recipient will submit such reports to the Florida Department of Education and to U.S.

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governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.

- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the “General Assurances, Terms, and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.
- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the “General Assurances, Terms and Conditions for Participation in Federal and State Programs”, I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.
- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.
- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
- For projects involving construction:
  - The project is not inconsistent with the Florida Department of Education’s overall plans for the construction of school facilities.
  - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
  - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, “Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction”).



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- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.
- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.
- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.
- The recipient 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 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)
- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.
- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, “Audit Requirements” and/or Section 215.97, Florida Statutes, “Florida Single Audit Act” as applicable.
- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).
- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed



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for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.
- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.
- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.
- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.
- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.
- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.
- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)
- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

### Terms

**Applicant** - A school district or other entity seeking a project award from the Florida Department of Education.

**Budget** - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.

**Budget Period** - The interval of time into which a project period is divided for budgetary purposes.

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**Capital Outlay** - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is \$1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

**Conflict of Interest** – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

**Disbursement** - Payment made in cash, by check, or via other electronic means.

**Data Universal Numbering System (DUNS)** - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

**Equipment** – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

**Mandatory Disclosure** – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

**Monitoring** – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

**More Restrictive Conditions** - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

**Obligations** - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

**Private, Non-profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

**Private, For-Profit Organization** - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

**Project** - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

**Project Application** - An entity's request for a project award under state or federal education

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programs administered by the Florida Department of Education.

**Project Award** - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

**Project Period** - The length of time for which a project has been authorized/awarded.

**Project Recipient** - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

**Roll-Forward** - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

**System for Award Management (SAM)** - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid “unique entity identifier” will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the “unique entity identifier”). <https://www.sam.gov/portal/SAM/#1>

**Supplies** - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

### Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

#### Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

#### Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for

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general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

### **Amendments**

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

### **Audits**

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends \$750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.
2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.
3. If the recipient expends less than \$750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than \$750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

### **Audits – State-Funded Programs**

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of \$500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

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State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.
3. If the project recipient expends less than \$500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than \$500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

### Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: [https://harvester.census.gov/facides/\(S\(mqamohbpfj0hmyh1r45p1po1\)\)/account/login.aspx](https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx)

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

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- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- Auditor General's Office  
401 Pepper Building  
111 West Madison Street  
Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 West Gaines Street  
Tallahassee, FL 32399-0400
- Florida Department of Education's program office at the address stated on the Project Award Notification
- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

### **Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)**

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than \$2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

## Section D

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Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

### **Debarment, Suspension, and Other Responsibility Matters**

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.
- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.
- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.
- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **Drug-Free Workplace (Grantees Other Than Individual)**



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As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:
  - The dangers of drug abuse in the workplace.
  - The grantee's policy of maintaining a drug-free workplace.
  - Any available drug counseling, rehabilitation, and employee assistance programs.
  - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- Requiring that each employee engaged in the performance of the project is given a copy of this statement.
- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:
  - Abide by the terms of the statement.
  - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

Director, Grants and Contracts Service  
U.S. Department of Education  
400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building  
No. 3]  
Washington, D.C. 20202-4571

(Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.
  - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
  - Requiring such employee to participate satisfactorily in drug abuse assistance or



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rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

### **DUNS Number - Data Universal Numbering System**

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as “DUNS + 4,” which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

### **EDGAR - Education Department General Administrative Regulations**

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

### **General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries**

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

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cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age**. Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

### **Gun Possession**

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.
- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.
- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

### **Indirect Cost and Administrative Fees**

**School District** - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

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approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

**State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies** - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of \$25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

### **Restrictions on Funds for Administration**

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

### **Administrative Fee for Non-Federal Funds**

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

### **Interest Income**

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

### **Lobbying**

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

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As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

### **Monitoring**

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

### **More Restrictive Conditions**

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

### **Obligations by Project Recipients**

Obligations will be considered to have been incurred by project recipients on the basis of

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documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

### **Ownership of Products—Intellectual Property**

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.
- To the extent that any product constitutes a “work” within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a “work for hire.” In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.
- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department’s rights.
- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.
- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a “work for hire” basis and shall not in any way infringe upon the Department’s ownership of the product.
- The grantee agrees not to convey any rights in the product to a third party.
- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.
- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

### **Participation of Private School Students and Staff in Federal Grants**

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

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regulations, and guidance documents.

### **Personnel Costs – Time Distribution**

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel



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cost. These methods apply only to the Department.

### **Project Effective Dates**

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

### **Property**

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

**Disposition of Equipment** - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than \$1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.
- Items of equipment with an acquisition cost in excess of \$1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of \$1,000 through \$5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

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income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.<sup>1</sup> Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of \$5,000, must be processed in accordance with 2 CFR §200.313( e)(2), with the assistance and written approval of the Department.

**Disposition of Real Property** - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)<sup>2</sup>

**Inventory of Property** – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

### **Protected Prayer in Public Elementary and Secondary Schools**

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

### **Purchasing**

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

### **Reporting Requirements—Financial Disbursements**

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)<sup>3</sup> and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

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<sup>1</sup> Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

<sup>2</sup> Ibid

<sup>3</sup> CARDS (Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.



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Florida Department of Education  
Bureau of Contracts, Grants, and Procurement Management Services  
344 Turlington Building  
325 W. Gaines Street  
Tallahassee, FL 32399-0400

### Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at <http://dos.myflorida.com/library-archives/records-management/general-records-schedules/>) includes the following requirements related to grant files for recipients:

This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

(a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.

(c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

### Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of \$500,000 in a fiscal year,

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that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of \$750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

**Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.**

### **Supplement, Not Supplant**

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

### **The Stevens Amendment**

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

### **Travel**

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at:  
<http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf>.

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

### **Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards**

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

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Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.



## 2022-23 21<sup>st</sup> CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21<sup>st</sup> CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

### **Program Operations**

The 21<sup>st</sup> CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21<sup>st</sup> CCLC expenditures, whichever is earlier. ( S )

### **Academic Focus**

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. ( S )

### **Evidence-based Research**

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based in evidence that shows that the students will meet challenging State academic standards. ( S )

### **Supplement, Not Supplant**

Funds under this part will be used to increase the level of state, local and/or other nonfederal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. ( S )

### **Facilities**

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. ( S )

### **Supplemental Meals**

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21<sup>st</sup> CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. ( S )



## FLORIDA'S 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

### **Students with Special Needs**

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. ( 8 )

### **For Federal Programs - General Education Provisions Act (GEPA)**

A concise description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs was submitted with the proposal. For details refer to Section 427 of GEPA, Public Law 103-382, at [www2.ed.gov/fund/grant/apply/appforms/gepa427.doc](http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc). ( 8 )

### **Collaboration with Schools**

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. ( 8 )

### **Community Awareness**

The subrecipient gave notice to the community of its intent to submit an application to operate a 21<sup>st</sup> CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. ( 8 )

### **Property**

Property acquired with 21<sup>st</sup> CCLC funds will remain within the appropriate facility for continued use in the 21<sup>st</sup> CCLC program until the funding period has expired. If the 21<sup>st</sup> CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. ( 8 )

### **Records Retention**

The subrecipient will retain all records relating to the 21<sup>st</sup> CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. ( 8 )

### **Monitoring and Evaluation Activities**

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). ( 8 )

### **Student Safety**

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pick-ups, parental/guardian consents, transportation, field trips, food, medical and other



emergency procedures will be clearly listed and widely disseminated, and that they will conform to applicable local and state standards. (8)

**Suspension of the Grant**

The department may suspend or terminate the grant with 30 days notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (8)

**Financial Consequences**

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (8)

*By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.*

**Agency Name**

Boys & Girls Clubs of the Emerald Coast

**Agency Head or Authorized  
Agency Representative**

A handwritten signature in blue ink, appearing to read "SR", written over a horizontal line.

Signature

Shervin Rassa

Printed name

**Title**

CEO

**Date**

3.18.2022

**Phone No.**

850.344.7230

**Email**

srassa@bgcec.com



**Assurance of Providing Equitable Services for Private Schools  
(Private School Participation)**

21<sup>st</sup> CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21<sup>st</sup> CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

*In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21<sup>st</sup> CCLC:*

- (a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

Applicant will send updates to private schools to provide fair, equal opportunities for Private Schools to participate in program activities for students and their adult family members.

- (b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

41 at this time

- (c) The places and times that the students will receive benefits under the program.

Same as public school students: Afterschool, Monday-Friday; 1:30-6pm(Pensacola Club at the Englewood Community Center, 2751 North H St, Pensacola, FL 32501)

- (d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There are no differences.

- ☐ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21<sup>st</sup> CCLC program is located.

**Florida 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup>  
Program Year 2022-23**

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**Agency Name**

Boys & Girls Clubs of the Emerald Coast

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**Agency Head or Authorized  
Agency Representative**

  
Signature

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Shervin Rassa

Printed name

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**Title**

CEO

---

**Date**

3.18.2022

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**Phone No.**

850.344.7230

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**Email**

srassa@bgcec.com

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## 2022-2023 Boys & Girls Clubs of the Emerald Coast Schedule of Staff Trainings

*\*The following list a quarterly schedule of training for the community learning center staff. Staff will be given an opportunity to choose a minimum of 2 learning opportunities per month (virtual or in-person) out of 6 opportunities made available per quarter. Staff may exceed 2 trainings per month or more than 6 per quarter. Staff will be highly encouraged to engage in additional trainings that support the successful operation of the community learning center.*

Time Period	Training Topics**
<b>Quarter One</b>	CPR/1 <sup>st</sup> Aid Mandated Reporter/Duty to Report Introduction to Managing your 21 <sup>st</sup> CCLC Program Family Engagement Implementation Strategies Hands On Learning Promoting Positive Behavior
<b>Quarter Two</b>	Stages of Child and Adolescent Development Literacy Creating a Positive Learning Environment Classroom management training Student Voice and Choice Education Learning Journey
<b>Quarter Three</b>	Strategic Partnerships Coaching my Staff Advice and Resources for Helping your Mentee with Homework High Yield Activities Session How to Manage Behavioral Issue with your Mentee Academic Support in Out-of-School time
<b>Quarter Four</b>	Helping Mentees to Set and Achieve Goals InsideOut Coaching Abuse Prevention Refresher Continuous Quality Improvement Summer Learning MyFuture Computer Science

**\*\*Trainings contingent on availability of expert speakers, facilitators**



## **Boys & Girls Clubs of the Emerald Coast**

### **SAMPLE JOB DESCRIPTIONS**

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#### **POSITION DESCRIPTION**

**REPORTS TO: Program/Club Director**

**Revised: 05/11/2022**

**TITLE: 21<sup>st</sup> CCLC Certified Teacher**

**Part Time – Non-Exempt**

#### **PRIMARY FUNCTION:**

Plans, implements, supervises and evaluates academic activities of the 21<sup>st</sup> CCLC program. .

#### **RELATIONSHIPS:**

##### *Internal:*

Maintain close, daily contact with club staff (professional and volunteer), club members, and supervisor to receive/provide information, discuss issues, explain guidelines/instructions; instruct; and advise/counsel.

##### *External:*

Maintain contact as needed with external community groups, schools, member's parents and other to assist in resolving problems.

#### **SKILLS/KNOWLEDGE REQUIRED:**

- Knowledge of youth development.
- Knowledge of Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards
- Knowledge of ESSA
- Ability to motivate youth and manage behavior problems.
- Ability to deal with the general public.
- Ability to plan and implement quality academic programs for youth.
- Ability to organize and supervise members in a safe environment.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Demonstrated organizational, staff and project management abilities.
- Knowledge of the mission, objectives, policies, programs and procedures of the Boys & Girls Clubs of the Emerald Coast; and the principles and practices of a non-profit organization

#### **EDUCATION/CERTIFICATION:**

- College degree and valid/current teaching certificate.
- Mandatory CPR and First Aid certifications.
- Valid driver's license with good driving record and consistent access to a motor vehicle with appropriate insurance coverage.



#### EXPERIENCE:

- Experience in youth development, educational instruction and mentorship of youth.
- Demonstrated successful experience for similar organizations.

#### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

- Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals.
- Ability to write reports and correspondence.
- Ability to define problems, collect data, establish facts and draw valid conclusions.
- Ability to clearly and concisely exchange/receive ideas, facts and or technical information with others.
- Required to use hands to handle or feel and reach with hands and arms. Occasionally required to stand and walk and may occasionally lift and/or move up to 25 pounds.
- Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.
- Position requires the ability to work for prolonged periods of time at high levels of activity, managing multiple tasks with varying deadlines
- Required to operate a motor vehicle.

#### DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Certified Teacher Date

Approved by: \_\_\_\_\_  
Program/Club Director Date

Reviewed by: \_\_\_\_\_  
Administrator of Organizational Advancement Date



## POSITION DESCRIPTION

**TITLE: CHIEF EXECUTIVE OFFICER**

**REPORTS TO: Chair, Board of Directors**

**Full-Time/Exempt**

**PRIMARY FUNCTION:** The Chief Executive Officer is responsible for providing leadership and direction in overseeing strategic planning and operation of the organization, in support of organizational mission and goals. Provides leadership, direction and support to the board of directors in developing organizational goals, attaining/allocating and managing resources, and establishing policies. Provides leadership and direction to staff management and partnership development in carrying out the key roles.

### **KEY ROLES (Essential Job Responsibilities):**

#### ***Leadership***

1. Ensure the effective operation and delivery of programs within the Club and community:
  - Support the organization's mission and principles
  - Maintain an environment that facilitates the achievement of youth development outcomes
  - Implement programs, services and activities that support youth development outcomes
  - Establish and monitor adherence to policies and procedures

#### ***Strategic Planning***

2. Implement a strategic planning process that results in the development and implementation of a quality strategic plan.
3. Identify and evaluate opportunities for improvement and implement plans for improvements.



## POSITION DESCRIPTION

### ***Board Development***

4. Identify, recruit and develop effective board members.
5. Ensure active participation by board members and support effective board roles and functioning. Ensure Board committees are provided with the information and support necessary to fulfill their objectives.

### ***Resource Development***

6. Ensure the annual budget is funded and organization has adequate cash flow.
7. Develop strategic plans to generate revenues through a variety of fund-raising techniques. Identify, cultivate and solicit donors. Oversee planning and implementation of special events.
8. Provide guidance to staff and volunteers performing resource development functions.

### ***Resource Management***

9. Develop, implement and monitor the Club's annual budget.
10. Implement administrative and operational systems to support effective operations.
11. Ensure productive and effective staff performance, providing guidance, feedback and opportunities for professional development.

### ***Technology***

12. Develop and implement plans for updating existing technology and resources:
  - ensure the acquisition and allocation of funds for implementing and updating existing technology and resources;
  - ensure the maintenance of Club technology and information management systems.

### ***Partnership Development***

13. Develop strategic alliances with community leaders and local officials. Develop collaborative partnerships with other youth serving organizations, members, parents, families, funders and community organizations.

### ***Marketing and Public Relations***

14. Increase visibility of Club programs, services and activities and maintain good public relations.



## POSITION DESCRIPTION

### ADDITIONAL RESPONSIBILITIES

May be assigned special projects periodically by the Board of Directors.

### RELATIONSHIPS:

**Internal:** Maintain contact with Board of Directors, Club staff, volunteers, and club members.

**External:** Maintain contact with potential and current donors, external community groups, parents, school officials, parents and school officials, and others as required.

### SKILLS/KNOWLEDGE REQUIRED:

- Bachelor's degree from an accredited college or university preferred.
- A minimum of three years experience in managing programs or operations in a non-profit agency or Boys and Girls Club; or an equivalent combination of education and experience.
- Thorough knowledge of: the mission, objectives, policies, programs and procedures of Boys & Girls Clubs; the principles and practices of managing non-profit organizations; and resource development activities and sources of funding.
- Demonstrated ability to plan and implement effective operations.
- Leadership skills, including negotiation, problem solving, decision making.
- Strong communication skills, both oral and written;
- Ability to establish and maintain effective working relationships with the Board of Directors, staff, community groups, and other related agencies.
- Basic knowledge of asset management including financial resources and property.
- Class B CDL to include airbrakes and passenger endorsements.

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.





## POSITION DESCRIPTION

### DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_

Chief Executive Officer

\_\_\_\_\_ Date

Approved by: \_\_\_\_\_

Chair, Board of Directors

\_\_\_\_\_ Date







# POSITION DESCRIPTION

**TITLE: Vice President of Financial Advancement**  
**(Grant Administrator)**

**REPORTS TO: Chief Executive Officer**

**Full-Time/Exempt**

**Position Description:** Responsible for the financial management of all federal, state, and local grants. This includes the management of the 21<sup>st</sup> CCLC grant. Will meet application and submission deadlines and maintain reporting compliance. In addition, the Grants Manager will pursue and/or complete new grant applications for the BGCEC.

**PRIMARY FUNCTION:** Research, write, submit and track grant initiatives for the Club, including funding opportunities from private individuals, foundations and corporations as well as government agencies to increase operational funding base. Responsible for a variety of writing assignments related to special events and Club activities. Work closely with the Finance Department to ensure correct financial management and tracking of grants.

## **KEY ROLES (Essential Job Responsibilities):**

### **Leadership**

1. Establish and implement policies and procedures for all grant management functions, ensuring appropriate controls and compliance.
2. Supervise and direct the work flow of the grant department.

### **Strategic Planning**

1. Collaborate with the Chief Executive Officer and Board of Directors to develop annual income and expense budget dealing with grants. Provide timely and complete reporting of financial results and recommendations for necessary actions to maintain the fiscal health of the Club.

### **Resource Management**

1. Ensure that programs are developed, implemented and administered per grant guidelines in support of youth and teen development outcomes, services and activities for members and visitors.
2. Produce a variety of grant reports ensuring that all reports are complete, accurate and delivered in a timely manner.
3. Develop a list of current and potential funding organizations to contact with grant proposals.
4. Prepare grant routing worksheet(s) and maintain monthly grant report based upon this listing with proposal deadlines.



## POSITION DESCRIPTION

5. Research local, state, regional, and national government and other funding sources to apply to funding.
6. Secure grant applications and guidelines for qualified grant opportunities.
7. Research grant-making organizations and analyze them to identify likely funding sources for specific projects and programs.
8. Develop proposals for donor consideration.
9. Evaluate giving trends of grantees and evaluate potential cultivation opportunities.
10. Ensure quality improvement and recommend modifications or new approaches to successful grant writing.
11. Develop and implement strategic initiatives in accordance with meeting and exceeding core program objectives.
12. Responsible to manage financial resources and ensure adherence to approved departmental budgets.
13. Regularly evaluate and audit the overall quality and objectives of grant funded and Club programs.
14. Responsible for creating and maintaining administrative and operational systems to track fundraising income, compile income status reports and variance reports.
15. Ensure the maintenance of financial records and recordkeeping systems to ensure compliance with all regulations, generally accepted accounting practices and requirements of government contracts.
16. Ensure a productive work environment within the Grants department functions.

### ADDITIONAL RESPONSIBILITIES

1. Train all staff in proper procedures regarding grant requirements and reporting as needed or requested.
2. Attend meetings of Executive Committee, Board of Directors, Foundation, Finance Committee, and Personnel Committee in an advisory role, as requested.
3. Assist Club Directors and other staff in budget preparation and management, as requested.
4. Oversee the implementation of the National Youth Outcomes Initiative. Ensuring complete participation by all Clubs.
5. Oversee the Outcomes & Measurements for all Programs. Work with Director of Club Operations to ensure that all metrics are up to date, accurate and in high quality for use by team and others.
6. All other duties as assigned by Chief Executive Officer.
7. Assist with special events and fundraisers as requested.

### RELATIONSHIPS:

**Internal:** Maintain contact with Club and other staff to provide technical assistance in matters of financial operations; interact regularly with Chief Executive Officer and as needed with the Board and its Committees in an informational and advisory capacity.

**External:** Maintain contact with external auditors, vendors, insurance carriers, and other groups.



## POSITION DESCRIPTION

### SKILLS/KNOWLEDGE REQUIRED:

1. Bachelor's degree from an accredited college or university.
2. A minimum of three years of progressively responsible work experience managing the accounting functions in a non-profit agency, or equivalent experience.
3. Demonstrated ability to organize, direct and coordinate operations in personnel supervision; the recruitment and retention of key personnel; facilities management; and budget management.
4. Good communication skills, both verbal and written.
5. Strong organization and analytical skills.
6. Ability to interact professionally with Club staff, Board members, volunteers, and other related agencies.
7. Class B CDL to include airbrakes and passenger endorsements.

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.

### DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by:

Grants Manager/VP of Financial Advancement

Date

Approved by:

Administrator of Organizational Advancement

Date



## POSITION DESCRIPTION

**TITLE:** Vice President of Club Operations

**REPORTS TO:** Chief Executive Officer Exempt

**PRIMARY FUNCTION:** Directs/manages overall daily operations of designated Units with the primary concern for programs and service delivery, supervision and training of staff, community relations, and membership administration.

### **KEY ROLES (Essential Job Responsibilities):**

#### **LEADERSHIP**

- Establish Unit Programs, activities and services that prepare youth for success and that create a Club environment that facilitates achievement of Youth Development Outcomes.
- Conduct regular staff meetings.

**STRATEGIC PLANNING** - Plan, develop, implement, and evaluate Unit programs, services and activities to ensure they meet stated objectives and member needs and interests. Compile monthly and as needed reports. Supports and meets with the program committee on the board of directors as requested.

#### **RESOURCE DEVELOPMENT**

- Work with Club Directors to select, recruit, train, direct, motivate, evaluate, supervise staff, and inspire and support volunteers.
- Oversee financial resources, participating in the development of Unit annual budgets.
- Control expenditures against budget, reviewing and approving recommendations for expenditures for supplies and equipment.
- Ensure administrative and operational systems are in place, overseeing the maintenance and operation of the physical properties and equipment of the clubs, including use of facilities by outside groups.
- Contributes to attaining financial support through oversight, writing and management of grants, Unit and organizational fund-raising opportunities and other support as requested.

#### **RESOURCE MANAGEMENT**

- Ensure a productive work environment.
- Manage administrative and operational systems.
- Ensure a healthy and safe environment, ensuring facilities, equipment and supplies are maintained.

# **GREAT FUTURES START HERE.**



## POSITION DESCRIPTION

- Manage financial resources.
- Develops/assists in the development of budgets for each program and for special projects and administers such expenditures.
- Recruit, select and manage personnel.

### **TECHNOLOGY –**

- Ensure plans for technology, information management systems and updating staff skills are implemented.

### **PARTNERSHIP DEVELOPMENT**

- Develop collaborative partnerships with other clubs, other BGCA member Clubs, and public, civic groups and social agencies within the community. Publicly represent BGCEC and interpret its objectives, standards and programs.

### **PROGRAM & SERVICE MANAGEMENT**

- Ensure program planning, development, implementation and administration.
- Evaluates overall programs in relation to participation and achievement of program goals.
- Assures that units are following national, state and local regulations.

### **MARKETING & PUBLIC RELATIONS**

- Develop & maintain high quality local marketing & public relations strategies within your areas of responsibilities.
- Successfully implement BGCEC Marketing & Public Relations strategies as directed.

### **ADDITIONAL FUNCTIONS**

- Oversee the fleet/building and maintenance for all Club Sites. This includes the maintenance and safety checks of all Club facilities. Supervise the Facility Maintenance employee/Company to include but not limited to accountability, work performance and expenditures.
- Ensure that Quality Assurance assessments are done at a minimum two times per year for each Club.

**GREAT FUTURES START HERE.**



## POSITION DESCRIPTION

### SKILLS/KNOWLEDGE REQUIRED:

- Bachelor's degree from an accredited college or university preferred.
- A minimum of five years work experience in non-profit agency operations management and supervision, with at least two years at the Unit Director level or an equivalent combination of experience.
- Considerable knowledge of the mission, objectives, policies, programs and procedures of Boys & Girls Clubs, as well as, of the principles and practices of non-profit organizations, in general.
- Demonstrated ability to organize, direct and coordinate operations; in personnel supervision, the recruitment and retention of key personnel; facilities management and budget management.
- Strong communication skills, both verbal and written.
- Ability to manage multiple tasks and to develop solutions to problems with limited supervision.
- Ability to establish and maintain effective working relationships with Club staff, subordinates, Board members, community groups and other related agencies.
- Obtain a Class B CDL to include airbrake and passenger endorsements.

**DISCLAIMER:** The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Vice President of Operations Date

Approved by: \_\_\_\_\_  
Chief Professional Officer Date

Reviewed by: \_\_\_\_\_  
Personnel Committee Date

# GREAT FUTURES START **HERE.**





# POSITION DESCRIPTION

**TITLE: AREA DIRECTOR- Pensacola Clubs**

**REPORTS TO: Vice President of Operations**

**Full-Time/Exempt**

**Position Description:** As a key member of the Administrative Management team, the Area Director will have primary day-to-day responsibility for planning, implementing, managing and controlling all daily Club programs in the outcome areas of academic success, healthy lifestyles, and good character & citizenship, as well as guide and manage youth development professionals.

**PRIMARY FUNCTION:** Oversees Club programs implementation with primary concern for program development and implementation; staff development; supervision of assigned staff; and budget management. Duties also include recording, managing, and analyzing program outcomes and effectiveness.

## **KEY ROLES (Essential Job Responsibilities):**

### **Leadership**

1. Plans and oversees the administration of club-wide programs and activities that support Boys & Girls Club Movement's Youth Development Strategy:
  - Establishes objectives consistent with organizational goals and mission.
  - Oversee the provision of day-to-day program activities in accordance with established standards and goals.
  - Ensures that members are encouraged to participate in a variety of program areas/activities and receive instruction and constructive feedback to develop skills in program area(s).
  - Oversees provision of guidance services to members to assist them in fulfilling and making appropriate choices in educational, personal, physical, social, emotional, vocational and spiritual needs.
  - Demonstrates leadership to assure the conduct, safety and development of members.
2. Establishes and maintains club-wide program goals and settings that ensure the health and safety of members. Ensure that site staff understand and effectively communicate standards of program; that they ensure program areas are safe, well ventilated and well lit; and that club equipment is maintained in good working condition.

### **Strategic Planning**

3. Ensure the evaluation of Club programs on a continual basis and ensures program/activities respond to member needs and address their gender and cultural diversity.

### **Resource Management**

4. Participate in the development, implementation and monitoring of the Club's annual budget,

PENSACOLA ♦ MILTON ♦ FORT WALTON BEACH YOUTH CENTER  
FORT WALTON BEACH TEEN CENTER ♦ DESTIN YOUTH CENTER ♦ SOUTH WALTON ♦ DEFUNIAK SPRINGS

# **GREAT FUTURES START HERE.**



## POSITION DESCRIPTION

ensuring that club-wide programs and activities are operated within established budgetary guidelines.

Recruit, select and manage assigned staff and volunteers, ensuring productive and effective performance. Provide ongoing feedback and regular appraisal; identify and support professional development opportunities.

5. Oversees proper record keeping and reporting including activities and events conducted, breakdowns of daily participation figures, notable achievements and any problems/issues.

### ADDITIONAL RESPONSIBILITIES

1. Oversee the administration of restricted programs by overseeing program operations at each location; ensures the completion of required reports; and preparation of any required interagency reports.
2. Oversee special programs and/or events (i.e. Keystone, Youth of the Year and Awards Programs), and/or participate in the implementation of other Club activities.
3. May assist in the implementation of staff trainings and staff retreats.
4. Assist at Clubs with driving or programming when needed.
4. May consult with parents concerning member and Club issues.
5. May handle deposits and banking transactions.
6. All other duties as assigned by Chief Executive Officer.

### RELATIONSHIPS:

**Internal:** Maintain contact with Club and other staff to provide technical assistance in matters of human resources; interact regularly with Chief Executive Officer and as needed with the Board and its Committees in an informational and advisory capacity.

**External:** Maintain contact with external auditors, vendors, insurance carriers, and other groups.

### SKILLS/KNOWLEDGE REQUIRED:

1. Four-year degree in related field from an accredited college or university
2. A minimum of five years' work experience in a Boys or Girls Club or similar organization planning, and supervising activities based on the developmental needs of young people.
3. Strong communication skills, both verbal and written.
4. Group leadership skills, including an understanding of group dynamics.
5. Demonstrated organizational, staff and project management abilities.
6. Class B CDL to include airbrakes and passenger endorsements.

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.





## POSITION DESCRIPTION

### DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Area Director Date

Approved by: \_\_\_\_\_  
Vice President of Operations Date





## POSITION DESCRIPTION

**TITLE:** Administrator of Organizational Advancement  
(Human Resource Manager)

**REPORTS TO:** Chief Executive Officer

**Full-Time/Exempt**

*Position Description:* As a key member of the Executive Management team, the Administrator of Organizational Advancement will report to the President and will have primary day-to-day responsibility for planning, implementing, managing and controlling all personnel related activities, as well as guide and manage the overall provision of Human Resources services, policies, and programs of the company.

**PRIMARY FUNCTION:** Manages all Human Resources functions including: recruiting and staffing, performance management and improvement systems, organization development, employment and compliance to regulatory concerns, employee orientation, development, and training, policy development and documentation, employee relations, company employee communication, compensation and benefits administration, employee safety, welfare, wellness and health, charitable giving, and employee services and counseling.

## **KEY ROLES** (Essential Job Responsibilities):

### *Leadership*

1. Establish and implement policies and procedures for all personnel management functions, ensuring appropriate controls and compliance with generally accepted human resources practices.
2. Establish and implement policies and procedures for all personnel functions, guide and manage the overall provision of Human Resources services, policies, and programs for the entire organization.
3. Supervise and direct the work flow of HR Departmental employees.

### *Strategic Planning*

1. Collaborate with the Chief Executive Officer and Board of Directors to develop annual income and expense budget for human resources. Provide timely and complete reporting of financial results and recommendations for necessary actions to maintain the human resources health of the Club.
2. Work closely with Club leadership and managers to:
  - a. Recruit, develop and retainment of quality staff.
  - b. Manage the overall staffing atmosphere of all Clubs.
3. Originate and lead Human Resources practices and objectives that will provide an employee-oriented, high performance culture that emphasizes empowerment, quality, productivity and standards, goal attainment, and the recruitment and ongoing development of a superior workforce.



4. Coordinate implementation of services, policies, and programs through Human Resources staff.
5. Assist and advise company managers, CEO, and Board of Directors about Human Resources issues.

### *Resource Management*

1. Ensure the maintenance of human resources records and recordkeeping systems to ensure compliance with all regulations, generally accepted accounting practices and requirements of government contracts.
2. Ensure a productive and positive work environment within all Human Resource functions.
3. Recruit, select, manage and provide career development opportunities for staff and volunteers working within all Human Resource functions.
4. Implement best practices to ensure safety of the workforce.
5. Ensure continuous opportunity for staff of all levels needed to develop a superior workforce and employee-oriented company culture that emphasizes quality, continuous improvement, and high performance.
6. Implement and maintain opportunities for personal and professional development for the Human Resource Department.

### **ADDITIONAL RESPONSIBILITIES**

1. Implement a thorough and impactful onboarding program for all new employees.
2. Create a continuing education and professional development program for internal staff.
3. Manage and administer employee benefits programs.
4. Maintain all personnel and payroll records.
5. Train all staff in proper procedures regarding Human Resources policies, laws, and regulations as needed or requested.
6. Attend meetings of Board of Directors, Foundation, and Personnel Committee in an advisory role, as requested.
7. Assist Club Directors and other staff in hiring, and training of staff, as requested.
8. All other duties as assigned by Chief Executive Officer.
  - a. Vehicle fleet management to include maintenance, insurance, registrations and any other duties necessary to maintain a working fleet.
  - b. Building maintenance and wellness management to include maintenance, upkeep, meeting of all State and County inspections/permits, repairs, maintaining relationships with partner agencies (Walton County, City of DeFuniak Springs, Escambia County, etc.)
  - c. Oversee all aspects of benefits to include health insurance, dental, vision, 401k, short & long-term disability and life insurance.



### **RELATIONSHIPS:**

*Internal:* Maintain contact with Club and other staff to provide technical assistance in matters of human resources; interact regularly with Chief Executive Officer and as needed with the Board and its Committees in an informational and advisory capacity.

*External:* Maintain contact with external auditors, vendors, insurance carriers, and other groups.

### **SKILLS/KNOWLEDGE REQUIRED:**

1. Bachelor's degree from an accredited college or university in accounting, finance, or business administration; Master's degree in related field and/or license preferred.
2. A minimum of three years of progressively responsible work experience managing the accounting functions in a non-profit agency, or equivalent experience.
3. A minimum of three years of progressively responsible work experience managing the Human Resource functions in a non-profit agency, or equivalent experience.
4. Thorough knowledge of budgeting and accounting practices, processes and procedures of non-profit organizations.
5. Thorough knowledge of Human Resource laws and procedures as they relate to non-profit organizations.
6. Demonstrated ability to organize, direct and coordinate operations in personnel supervision; the recruitment and retention of key personnel; facilities management; and budget management.
7. Good communication skills, both verbal and written.
8. Strong organization and analytical skills.
9. Ability to interact professionally with Club staff, Board members, volunteers, and other related agencies.

### **PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:**

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.

### **DISCLAIMER:**

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_

Administrator of Organizational Advancement

\_\_\_\_\_ Date

Approved by: \_\_\_\_\_

Chief Executive Officer

\_\_\_\_\_ Date

PENSACOLA ♦ KENWOOD ♦ FORT WALTON BEACH YOUTH CENTER  
FORT WALTON BEACH TEEN CENTER ♦ DESTIN YOUTH CENTER ♦ SOUTH WALTON ♦ DEFUNIAK SPRINGS

# **GREAT FUTURES START HERE.**



## POSITION DESCRIPTION

**REPORTS TO: VP of Operations/CEO**

**Revised: 5/13/2022**

**TITLE: Club Director**

**Full-Time/Exempt**

**Position Description:** As a key member of the Club Management team, the Club Director will report to the Area Director and will have primary day-to-day responsibility for overall Club operations, program implementation, and supervision of staff at assigned Club.

## PRIMARY FUNCTION:

Directs/manages overall daily operations of the designated Club with the primary concern for programs and service delivery, supervision and training of staff, facilities management, community relations and membership administration.

## KEY ROLES (Essential Job Responsibilities):

### *Leadership*

1. Establish Unit or Branch programs, activities and services that prepare youth for success and that create a Club environment that facilitates achievement of Youth Development Outcomes.
2. Ensure a healthy and safe environment, ensuring facilities, equipment and supplies are maintained.

### *Strategic Planning*

3. Plan, develop, implement and evaluate Unit or Branch overall programs, services and activities to ensure they meet stated objectives and member needs and interests. Compile regular reports reflecting all activities, attendance and participation.

### *Resource Management*

4. Manage Unit or Branch financial resources assisting in the development of annual budgets. Control expenditures against budget.
5. Ensure administrative and operational systems are in place to maintain the operation of the physical properties and equipment of the Club, including use of facilities by outside groups. Ensure compliance with organization policies.
6. Recruit, manage and provide career development opportunities for branch staff and volunteers. Conduct regular staff meetings.

### *Partnership Development*

7. Develop partnerships with parents, community leaders and organizations.

### *Marketing and Public Relations*

8. Develop and maintain public relations to increase the visibility of programs, services and activities within the Club and the community.



#### **ADDITIONAL RESPONSIBILITIES:**

1. Purchase or approve purchase of supplies and equipment.
2. Work with staff on special events to carry out programs in all departments.
3. Exercise authority in problems relating to members and staff; utilize guidance and discipline plan.
4. Handle deposits and banking transactions.
5. Drive Club vehicle when necessary.
6. Assume other duties as assigned.

#### **RELATIONSHIPS:**

##### *Internal:*

Maintain close, daily contact with Club staff (professional and volunteer), Club members, and supervisor to receive/provide information, discuss issues, explain or interpret guidelines/instructions; instruct, and advise/counsel.

##### *External:*

Maintains contact with external community groups, schools, members' parents and others to assist in resolving problems and to publicize Club.

#### **SKILLS/KNOWLEDGE REQUIRED:**

- Four year degree in related field from an accredited college or university or equivalent experience.
- A minimum of five years work experience in a Boys or Girls Club or similar organization planning and supervising activities based on the developmental needs of young people.
- Demonstrated ability in personnel supervision, facilities management, and the recruitment and retention of key personnel.
- Ability to recruit, train, supervise, and motivate staff.
- Ability to deal effectively with members including discipline problems.
- Working knowledge of budget preparation, control, and management.
- Skills in fund-raising events.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Demonstrated ability in working with young people, parents and community leaders.
- Demonstrated organizational, staff and project management abilities.





#### **EDUCATION/CERTIFICATION:**

- Bachelor's degree from an accredited college or equivalent specific experience.
- Valid driver's license with good driving record and consistent access to a motor vehicle with appropriate insurance coverage. \*Must obtain a Class B commercial driver's license (including passenger & air brake endorsements) within initial 90 days of employment.
- Valid CPR and First Aid certifications.

#### **EXPERIENCE:**

- Experience in youth development and mentorship of youth.
- Demonstrated successful experience for similar organizations.

#### **PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:**

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes. Position requires the ability to work for prolonged periods of time at high levels of activity, managing multiple tasks with varying deadlines; requires the ability to sit for more than four hours per day, reading, listening, stooping, bending, and manual dexterity skills.

#### **DISCLAIMER:**

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Area Director Date

Approved by: \_\_\_\_\_  
Vice President of Operations Date

Reviewed by: \_\_\_\_\_  
Administrator of Organizational Advancement Date



## POSITION DESCRIPTION

**REPORTS TO:** Club Director/ Area Director

**Revised:** 05/12/2022

**TITLE:** Site Coordinator

**Full-Time/Exempt**

**Position Description:** As a key member of the Club Management team, the Site Coordinator will report to the Club Director and will have primary day-to-day responsibility for planning, implementing, managing all daily Club programs in the outcome areas of academic success, healthy lifestyles, or good character & citizenship, as well as guide and manage youth development professionals. Management of daily Club operations in conjunction with Club Director.

## PRIMARY FUNCTION:

Responsible for overseeing the delivery of a broad range of programs within a designated Club, such as Education, Special Education, Social Recreation, Arts & Crafts and Physical Education. Plan, develop, implementation and supervise programs and program staff.

## KEY ROLES (Essential Job Responsibilities):

### *Prepare Youth for Success*

1. Plan and oversee the administration of designated Club programs and activities that support Youth Development Outcomes:
  - Establish Club program objectives consistent with organizational goals and mission.
  - Oversee the provision of day-to-day program activities in accordance with established standards and goals.
  - Ensure that members are encouraged to participate in a variety of program areas/activities and receive instruction and constructive feedback to develop skills in program area(s).
  - Demonstrate leadership to assure conduct, safety and development of members.

### *Program Development and Implementation*

2. Establish and maintain Club program goals and settings that insure the health and safety of members. Ensure that site staff understand and effectively communicate standards of programs; that they ensure program areas are safe, well ventilated and well lit; and that club equipment is maintained in good working condition.
3. Ensure the evaluation of Club programs on a continual basis and ensure programs/activities respond to member needs and address their gender and cultural diversity.
4. Control Club program and activity expenditures within approved budget.

### *Supervision*

5. Allocate and monitor work assigned to program volunteers and staff, providing ongoing feedback and regular appraisal. Identify and support training and development opportunities for assigned volunteers and staff.
6. Oversee proper record keeping and reporting including activities and events conducted, breakdowns of daily participation figures, notable achievements and any problems/issues.





7. Ensure productive and effective performance by all program staff and volunteers.

#### *Marketing and Public Relations*

8. Increase visibility of Club programs via posting of daily schedule, announcements of upcoming events and the dissemination of timely information for the development of advertising and promotion through mailings, fliers and media releases.

#### **ADDITIONAL RESPONSIBILITIES:**

1. Oversee special programs and/or events (i.e. Keystone, Youth of the Year and Awards Programs), and/or participate in the implementation of other unit activities as necessary.
2. Drive Club vehicle periodically.
3. Consult with parents concerning member and branch issues.
4. Handle deposits and banking transactions.

#### **RELATIONSHIPS:**

##### *Internal:*

Maintain close, daily contact with Club staff (professional and volunteer), Club members, and supervisor to receive/provide information, discuss issues, explain or interpret guidelines/instructions; instruct, and advise/counsel.

##### *External:*

Maintain contact as needed with external community groups, schools, member's parents and other to assist in resolving problems.

#### **SKILLS/KNOWLEDGE REQUIRED:**

- Four year degree in related field from an accredited college or university or equivalent experience.
- A minimum of five years work experience in a Boys or Girls Club or similar organization planning and supervising activities based on the developmental needs of young people.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Demonstrated organizational, staff and project management abilities.
- Mandatory CPR and First Aid Certifications

#### **EDUCATION/CERTIFICATION:**

- Bachelor's degree from an accredited college or equivalent specific experience.
- Valid driver's license with good driving record and consistent access to a motor vehicle with appropriate insurance coverage. \*Must obtain a Class B commercial driver's license (including passenger & air brake endorsements) within initial 90 days of employment.



#### EXPERIENCE:

- Experience in youth development and mentorship of youth.
- Demonstrated successful experience for similar organizations.

#### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes. Position requires the ability to work for prolonged periods of time at high levels of activity, managing multiple tasks with varying deadlines; requires the ability to sit for more than four hours per day, reading, listening, stooping, bending, and manual dexterity skills.

#### DISCLAIMER:

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Signed by: \_\_\_\_\_  
Site Coordinator Date

Approved by: \_\_\_\_\_  
Club Director Date

Reviewed by: \_\_\_\_\_  
Administrator of Organizational Advancement Date



**BOYS & GIRLS CLUBS**  
OF THE EMERALD COAST

**POSITION DESCRIPTION**

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**TITLE:** Financial Advancement Professional  
**CATEGORY:** Management Professional  
**REPORTS TO:** VP of Financial Advancement

**STATUS:** ☒ **Exempt** ☐ **Non-Exempt**  
☒ **Full-time** ☐ **Part-time**

**PRIMARY FUNTION:** Under general direction of the Administrator of Financial Advancement assist with all financial functions including: accounts payable/receivable, financial operations, office supply purchasing, maintaining vendor records, charitable giving and assists with a number of ongoing responsibilities in accordance with generally accepted accounting principles and established company policy and procedures.

**RELATIONSHIPS:**

**Internal:** Maintains close contact with Clubs, Directors and the Management Team staff to receive and provide information, discuss issues, explain guidelines and instructions.

**External:** Maintains contact with vendors and service providers.

**KEY ROLES:**

**LEADERSHIP**

- Follow policies and procedures for all financial management functions.
- Assist in implementing policies and procedures for all personnel functions.
- Assist in training branch staff in proper procedures regarding cash receipts, accounts payable, accounts receivable, and budgeting as needed or requested.
- All other duties as assigned by Chief Executive Officer and Administrator of Financial Advancement.

**STRATEGIC PLANNING**

- Assist Administrator of Financial Advancement develop annual income and expense budget.
- Assist and facilitate process for identifying and evaluating opportunities for improved financial operations, recordkeeping and reporting.

**RESOURCE DEVELOPMENT**

- Assist and compile financial records to ensure compliance with all policies and procedures.
- Take advantage of career development opportunities.

## SKILLS/KNOWLEDGE REQUIRED

- High School Diploma or GED equivalent.
- A minimum of two years of progressively responsible work experience in banking or finance related field, or equivalent experience.
- Some knowledge of budgeting and accounting practices, processes and procedures of non-profit organizations.
- Good communication skills, both verbal and written.
- Strong organization and analytical skills.
- Ability to interact professionally with Club staff, Board members, volunteers, and other related agencies.
- Perform responsible accounting work requiring independent judgment with speed and accuracy
- Responsibility for planning, organizing, and reporting of varied accounting duties
- Collecting, analyzing, and interpreting data from a wide variety of sources and taking appropriate action
- Maintain working relations with staff and public
- Recognize and maintain confidentiality of work materials as appropriate
- Work independently in the absence of supervision.
- Knowledge of the mission, objectives, policies, programs and procedures and the principles and practices of non-profit organizations.

## DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Financial Advancement Specialist Date

Approved by: \_\_\_\_\_  
VP of Financial Advancement Date

Approved by: \_\_\_\_\_  
Chief Executive Officer Date



## **POSITION DESCRIPTION**

**TITLE: Youth Development Program Specialist**

**REPORTS TO: Club Director/Site Coordinator      Part Time – Non-Exempt**

**Revised: 05/12/2022**

## **PRIMARY FUNCTION:**

Plans, implements, supervises and evaluates activities provided within a specific program area, such as Career and Leadership, Education, Special Education, Sports & Recreation, Arts, Computer, Health & Life Skills and Physical Education.

## **RELATIONSHIPS:**

### *Internal:*

Maintain close, daily contact with club staff (professional and volunteer), club members, and supervisor to receive/provide information, discuss issues, explain guidelines/instructions; instruct; and advise/counsel.

### *External:*

Maintain contact as needed with external community groups, schools, member's parents and other to assist in resolving problems.

## **SKILLS/KNOWLEDGE REQUIRED:**

- Knowledge of youth development.
- Ability to motivate youth and manage behavior problems.
- Ability to deal with the general public.
- Ability to plan and implement quality programs for youth.
- Ability to organize and supervise members in a safe environment.
- Strong communication skills, both verbal and written.
- Group leadership skills, including an understanding of group dynamics.
- Demonstrated organizational, staff and project management abilities.
- Knowledge of the mission, objectives, policies, programs and procedures of the Boys & Girls Clubs of the Emerald Coast; and the principles and practices of a non-profit organization.

## **EDUCATION/CERTIFICATION:**

- High school diploma or GED, some college or college degree desirable.
- Mandatory CPR and First Aid certifications.
- Valid driver's license with good driving record and consistent access to a motor vehicle with appropriate insurance coverage.



#### EXPERIENCE:

- Experience in youth development and mentorship of youth.
- Demonstrated successful experience for similar organizations.

#### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

- Ability to read and interpret documents such as safety rules, operating instructions, and policy manuals.
- Ability to write reports and correspondence.
- Ability to define problems, collect data, establish facts and draw valid conclusions.
- Ability to clearly and concisely exchange/receive ideas, facts and or technical information with others.
- Required to use hands to handle or feel and reach with hands and arms. Occasionally required to stand and walk and may occasionally lift and/or move up to 25 pounds.
- Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.
- Position requires the ability to work for prolonged periods of time at high levels of activity, managing multiple tasks with varying deadlines
- Required to operate a motor vehicle.

#### DISCLAIMER:

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Signed by: \_\_\_\_\_  
Youth Development Program Specialist Date

Approved by: \_\_\_\_\_  
Program/Club Director Date

Reviewed by: \_\_\_\_\_  
Administrator of Organizational Advancement Date



## POSITION DESCRIPTION

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**TITLE:** Bus Driver

**REPORTS TO:** Club Director  
Non-exempt

**PRIMARY FUNCTION:** Drive Club vehicles, including buses and vans, to provide transportation for Club members and staff. Transportation needs may include transport to and from school, field trips and sporting events. Performs duties related to vehicle maintenance and record keeping.

**SPECIFIC JOB RESPONSIBILITIES:**

- Maintains proper gas level in assigned vehicle.
- Performs vehicle maintenance including washing of exterior, sweeping of interior and cleaning of interior surfaces as needed.
- Keeps bus log to track riders use for attendance and fees.
- Records vehicle use and mileage.
- Picks up Club members from schools and transports them to the Club.
- Drives Club members and staff on field trips.
- Acts as a chaperone on field trips.
- Provides transportation for other Clubs when needed.
- May lead or assist with programs within Club setting.

**RELATIONSHIPS:**

- **Internal:** Maintain close, daily contact with Club staff (professional and volunteer), Club members and supervisor to receive/provide information, discuss issues, explain guidelines/instructions; instruct; and advise/counsel.
- **External:** Maintain contact with external community groups, schools, members' parents and others to assist in resolving problems.

**ADDITIONAL RESPONSIBILITIES:**

- May participate in special programs and/or events.
- May be required to drive Club van.

**SKILLS/KNOWLEDGE REQUIRED:**

- Knowledge of the mission, objectives, policies, programs and procedures of the Boys & Girls Clubs of the Emerald Coast.
- Maintain a Class B CDL with passenger endorsement.
- Possess good communication and organizational skills.
- Must be at least 21 years of age.
- Maintain good driving record.
- Maintain personal auto insurance and be insurable through BCEC carrier.



**EDUCATION/CERTIFICATIONS:**

- High school diploma or GED, some college or college degree desirable.
- Mandatory CPR and First Aid training.

**DISCLAIMER:** The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Bus Driver Date

Approved by: \_\_\_\_\_  
Club Director Date

Reviewed by: \_\_\_\_\_  
Administrator of Organizational Advancement Date



## POSITION DESCRIPTION

**TITLE: Resource Development Director**

**REPORTS TO: CEO**

**Full-Time/Exempt**

### **PRIMARY FUNCTION:**

The Director of Development works with the Chief Executive Officer or Vice President Resource Development and board to plan and execute resource development strategies and monitor progress toward goals. The Director of Development supports the Chief Executive Officer or Vice President Resource Development in positioning the board to cultivate and solicit major gifts and grants from individuals, corporations, foundations, United Way, government agencies and others and is responsible for providing leadership and direction to staff, as needed, in their role of supporting the resource development and marketing efforts

### **KEY ROLES (Essential Job Responsibilities):**

#### ***Leadership***

1. Provide leadership and direction to the executive leadership and Board of Directors in the effective operation of all development activities required to fund Club operations and deliver programs within the community.

#### ***Strategic Planning***

2. In collaboration with executive leadership and Board, develop and implement a strategic plan for single and multi-year resource development efforts:
  - Researches and analyzes agency, corporate, individual and foundation donor base and recommended solicitation strategies.
  - Prepares and presents for approval proposals for corporate and foundation support of the Club, using current cultivation and solicitation materials.
  - Oversees planning of logistics for special events, including obtaining sponsorships and solicitation of gifts and preparing related printed materials and publications.



## POSITION DESCRIPTION

### ***Board Development***

3. Identify, recruit and train board members to participate in solicitation and other income development activities.
4. Encourage and support board committees responsible for planning and implementing development activities.

### ***Resource Development***

5. Identify, recruit and train board members to participate in solicitation and other income development activities.
6. Encourage and support board committees responsible for planning and implementing development activities.

### ***Resource Management***

7. Participate in the development, implementation and monitoring of the Club's annual budget, controlling expenditures within budget and maintaining donor and financial records in accordance with standards.
8. Ensure productive and effective performance by all development staff.

### ***Partnership Development***

9. Develop strategic alliances with community leaders and local officials. Develop collaborative partnerships with other youth serving organizations, members, parents, families, funders and community organizations.

### ***Marketing and Public Relations***

10. Increase visibility of Club programs, services and activities and maintain good public relations.

## **ADDITIONAL RESPONSIBILITIES**

- Strategy:
  - Branding, Narrative Development, Concept Creation, Fund Development, Event Management



## POSITION DESCRIPTION

- Design:
  - Graphics, Illustration, Animations, Collateral, Signage and Promotional Items
- Digital:
  - Social Media, Website, Google My Business
- Media:
  - Media Relations, Press Releases, Digital Media Kit, Media Negotiation and Placement, Editorial Development

### RELATIONSHIPS:

**Internal:** Maintain contact with Board of Directors, Club staff, volunteers, and club members.

**External:** Maintain contact with potential and current donors, external community groups, parents, school officials, parents and school officials, and others as required.

### SKILLS/KNOWLEDGE REQUIRED:

- Bachelor's degree from an accredited college or university preferred.
- A minimum of three years experience in managing programs or operations in a non-profit agency or Boys and Girls Club; or an equivalent combination of education and experience.
- Thorough knowledge of: the mission, objectives, policies, programs and procedures of Boys & Girls Clubs; the principles and practices of managing non-profit organizations; and resource development activities and sources of funding.
- Demonstrated ability to plan and implement effective operations.
- Leadership skills, including negotiation, problem solving, decision making.
- Strong communication skills, both oral and written;
- Ability to establish and maintain effective working relationships with the Board of Directors, staff, community groups, and other related agencies.
- Basic knowledge of asset management including financial resources and property.
- Class B CDL to include airbrakes and passenger endorsements.



## POSITION DESCRIPTION

### PHYSICAL REQUIREMENTS/WORK ENVIRONMENT:

Ability to function in a seated desk environment and also to occasionally travel within a four-county service area and throughout region and continental US for training purposes. Ability to physically lift up to 25 pounds in an office environment for general filing, organizational, and storage purposes.

### DISCLAIMER:

The information presented indicates the general nature and level of work expected of employees in this classification. It is not designed to contain, nor to be interpreted as, a comprehensive inventory of all duties, responsibilities, qualifications and objectives required of employees assigned to this job.

Signed by: \_\_\_\_\_  
Resource Development Director Date

Approved by: \_\_\_\_\_  
CEO Date



This Independent Contractor Agreement (Agreement) is entered into this \_\_\_\_ day of \_\_\_\_\_, 20\_\_, by and between **The Boys & Girls Clubs of the Emerald Coast**, and \_\_\_\_\_, an independent contractor (Contractor), in consideration of the mutual promises made herein, as follows:

Term of Agreement

This Agreement will become effective on the \_\_\_\_ day of August, 20\_\_, and will continue in effect until: \_\_\_\_\_, \_\_\_\_\_.

Services to be Rendered by Contractor

Contractor agrees to: Instruct youth in Performing Arts at \_\_\_\_\_ Club.

Compensation:

In consideration for the services to be performed by Contractor, Boys & Girls Clubs of the Emerald Coast, Inc. will pay \$\_\_\_\_\_ per week per site for \_\_\_\_\_ upon completion of the work to be performed along with timesheet and invoice submission by the 5th day of the month following the rendered service. The services described above which may not exceed \$\_\_\_\_\_ for \_\_\_\_\_.

Tools and Instruments:

Contractor will supply a W-9, color copy of drivers license, copy of social security card, and completed employment application.

Workers Compensation:

Contractor agrees to hold harmless and indemnify BGCEC for any and all claims arising out of any injury, disability, or death of any of Contractor's employees or agents.

Obligations of Corporation

BGCEC agrees to meet the terms of all reasonable requests of Contractor necessary to the performance of Contractor's duties under this Agreement.

Assignment:

Neither this Agreement nor any duties or obligations under this Agreement may be assigned by BGCEC or Contractor without the prior written consent of Contractor and BGCEC.



#### Termination of Agreement:

Notwithstanding any other provisions of this Agreement, either party hereto may terminate this Agreement at any time by giving 30 days written notice to the other party.

#### General Provisions

##### Notices:

Any notices to be given hereunder by either party to the other may be made either by personal delivery or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices shall be addressed to the parties at the following addresses:

Corporation: \_\_\_\_\_

Contractor: \_\_\_\_\_

Each party may change the above address by written notice in accordance with this paragraph. Notices delivered personally shall be deemed communicated as of the date of actual receipt; mailed notices shall be deemed communicated as of three (3) days after the date of mailing.

Financial Consequence: No payment will be rendered to any contractor who does not render service. Contract may be terminated early if services are not rendered as scheduled without notice or just cause.

##### Entire Agreement:

This Agreement supersedes any and all other agreements, either oral or in writing, between the parties hereto with respect to the performance of services by Contractor for BGCEC, and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever.

Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing signed by the party to be charged.





Partial Invalidity:

If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force without being impaired or invalidated in any way.

Governing Law:

This Agreement shall be governed by and construed in accordance with the laws of the State of Florida.

BGCEC, by \_\_\_\_\_ Date \_\_\_\_\_  
Shervin Rassa, CEO

BGCEC, by \_\_\_\_\_ Date \_\_\_\_\_  
Leslie Mickles, VP of Financial Advancement

Contractor, by \_\_\_\_\_ Date \_\_\_\_\_



## **Boys & Girls Clubs of the Emerald Coast**

### **COMMUNITY PARTNERS**

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## 2022-23 21<sup>st</sup> CCLC Partners Table

Agency Name: Boys & Girls Clubs of the Emerald Coast			Program Name: Great Futures in Escambia County		
Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
Boys & Girls Clubs of the Emerald Coast	CBO	In-Kind	Partner will provide volunteers to support family engagement program implementation to the 21 <sup>st</sup> CCLC program, 4 paid staff that provides continuous oversight of program operations and services without cost to the 21 <sup>st</sup> CCLC program budget(i.e. VP of Operations, CEO, Finance Director, Area Director,) access to materials and supplies to support the program at no cost to 21 <sup>st</sup> CCLC, access to equipment at no cost to 21 <sup>st</sup> CCLC (e.g., computers, tablets, laptops, projection screens, monitors,) ability to participate in monthly Professional Development opportunities(minimum of 12) for 21 <sup>st</sup> CCLC staff at no cost to the program	Retaining High Quality Staff, Materials/Supplies/Equipment to implement intentionally designed and ESSA approved activities	Yes
Escambia County Government	CNT	Other	Partner provides 10,824 sq.ft. facility to BGCEC to operate youth	Provide safe, comfortable space for program operation	Yes(MOU)

			enrichment programming for \$1.00 per year		
Escambia County School District	SD	In-Kind	Staff will secure Parental Consent, provide school grades, attendance records, behavior records, progress notes and any additional information needed for reporting purposes. transport students to program site daily for afterschool program, assist in the recruitment of students	Provide data about 21 <sup>st</sup> CCLC program participants per Parent Consent to assist in program evaluation, Student recruitment	Yes
Feeding the Gulf Coast	CBO	In-Kind	Partner will provide USDA snacks for After school program plus USDA breakfast and lunch during summer months at no cost to organization or program participants. Provide healthy eating/cooking curriculum at no cost.	Healthy Snacks / Healthy Meals for all students	Yes
Oakcrest Elementary School	SD	In-kind	Staff will secure Parental Consent, provide school grades, attendance records, behavior records, progress notes and any additional information needed for reporting purposes.	Provide data about 21 <sup>st</sup> CCLC program participants per Parent Consent to assist in program evaluation; Recruit and Retain Students	Yes

Starpoint Screening	FPO	In-Kind	Company will provide all pre-employment/background screening for new hires at no cost to the organization.	Recruiting High Quality Staff	Yes



Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

May 09, 2022

**CORPORATE OFFICE**

923 Denton Boulevard NW  
Fort Walton Beach, FL 32547  
Phone: (850) 862-1616  
Fax: (850) 862-7753  
[www.EmeraldCoastBGC.org](http://www.EmeraldCoastBGC.org)



Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast (BGCEC) has been in the forefront of youth development, working with young people that need us most. At the Boys & Girls Club our core programming is based on 3 priority outcome areas: Academic Success, Good Character & Citizenship plus Healthy Lifestyles. This intentional programming encourages academic excellence, challenges them to seek solutions plus provides them with guidance to make better choices in adulthood. The intentional activity design outlined in this proposal will bridge academic gaps including those deepened by summer learning loss and academic deficiencies created by COVID-19 (related to public school closures and increased absences due to COVID-19 exposure and illness.)

High quality staff, volunteers and community support helps us fulfill Boys & Girls Clubs of the Emerald Coast's mission: ***To enable all young people, especially those that need us most, to reach their full potential as productive, caring and responsible citizens.*** BGCEC possesses extensive experience recruiting and retaining youth, supervising staff, managing federal and state grants but most importantly operating an exceptional out-of-school time program centered on Florida's educational standards. With a solid administrative management team, our organization is poised to do more.

BGCEC is committed to providing the following for the duration of this project: Volunteers to support program implementation and services to the 21<sup>st</sup> CCLC program, paid staff that provides services to the program without cost to the 21<sup>st</sup> CCLC program budget, access to materials and supplies to support the program at no cost to 21<sup>st</sup> CCLC, accesses to equipment at no cost to 21<sup>st</sup> CCLC in addition to the ability for 21<sup>st</sup> CCLC staff to participate in Professional Development opportunities at no cost to the program.

As the Chief Executive Officer, I fully support the Boys & Girls Clubs of the Emerald Coast efforts to facilitate successful 21<sup>st</sup> CCLC programs. I am committed to lead and serve in the efforts to sustain the program and this organization. I also look forward to providing in-kind services and strengthening community partnerships to increase resources for youth we serve. Thank-you for your consideration of our organization.

Best regards,

**Shervin Rassa**

Chief Executive Officer  
923 Denton Boulevard, NW  
Fort Walton Beach, FL 32547  
850.344.7230 Office

[srassa@bgcec.com](mailto:srassa@bgcec.com) | [www.EmeraldCoastBGC.com](http://www.EmeraldCoastBGC.com)

**GREAT FUTURES START HERE.**

1/18/2022 CARI-1

**COMMUNITY CENTER  
LICENSE AND MANAGEMENT AGREEMENT  
FOR ENGLEWOOD COMMUNITY CENTER**

**THIS LICENSE AND MANAGEMENT AGREEMENT** is made and entered into as of this 18 day of January, 2022 ("Effective Date"), by and between Escambia County, a political subdivision of the State of Florida, with administrative offices located at 221 Palafox Place, Ste. 420, Pensacola, Florida 32502 ("County"), and Boys & Girls Clubs of the Emerald Coast, Inc., a Florida not-for-profit corporation, FEI/EIN 59-1267050, whose principal address is 923 Denton Boulevard NW, Fort Walton Beach, FL 32547 ("Organization").

**WITNESSETH:**

**WHEREAS**, the County owns certain property known as the **Englewood Community Center** located at 2751 North "H" Street, Pensacola, FL 32501 ("Community Center"); and

**WHEREAS**, the Organization, a non-profit corporation organized under the laws of the State of Florida, was created to provide social and character development through structured programs and organized activities for citizens of Escambia County; and

**WHEREAS**, the County and the Organization desire that the Organization manage structured programs and organized activities at the Community Center for the use and benefit of the public; and

**WHEREAS**, the Organization has expressed interest to the Board of County Commissioners to use and manage the Community Center for the purpose of providing a location for members of its organization and citizens and groups in Escambia County to engage in structured programs and organized activities; and

**WHEREAS**, the County is satisfied that a license to use, manage, and administer the Community Center would be in the County's best interests; and

**WHEREAS**, the Organization desires to assist the County in the continued operation of public structured programs and organized activities at the Community Center; and

**WHEREAS**, the County would benefit from the assistance of the Organization in operating the Community Center for structured programs and organized activities; and

**WHEREAS**, this Agreement supersedes any previous agreements.

**NOW THEREFORE, IN CONSIDERATION** of the mutual covenants herein, the parties agree as follows:

Date: 1/26/2022 Verified By: *[Signature]*



**1. COMMUNITY CENTER USE AND MANAGEMENT.**

- a) The County licenses the Organization to use and manage the Community Center with relation to activities and programs that are sponsored by and under the Organization's direction. The Organization's use and management of the Community Center does not constitute any ownership or priority of use of the building. The County's right of use to the Community Center for public purposes is in no way diminished by partnership with the Organization. The County shall retain the right to implement programs and host activities at any time in the Community Center for the benefit of all citizens of Escambia County.
- b) The Organization agrees that the Community Center will remain available for use by other citizens and community organizations and by the County at all times for activities which do not interfere with the Organization's scheduled activities.
- c) During the period of the Agreement and any renewal of the Agreement, the Organization will administer the Community Center's various programs for the public benefit and will organize programs in accordance with the terms in the Agreement.
- d) The Organization is responsible for scheduling its programs and activities at the Community Center. Any member of the public, who qualifies under applicable Organization rules, may participate in the Organization's programs.
- e) The Organization may grant preferences to programs designated as group activities.
- f) The Organization may charge a fee for participation in the Organization's events, provided however, that any fee charged cannot exceed anticipated expenses directly associated with the program, including appropriate allowances for participation in the programs by citizens without sufficient funds to pay the fees. The fees are to be used solely for the purpose of covering expenses directly associated with the programs and activities of the Organization.
- g) The Organization shall submit to the County a monthly calendar by the 1<sup>st</sup> day of every month detailing all scheduled programs and events. The monthly calendar may be submitted via email, regular mail, facsimile, or by hardcopy. It shall be the duty of the Organization to keep the County reasonably informed of all programs and events being held at the Community Center. The monthly calendar must include the Organization's anticipated hours of operation. The Organization shall notify the County of any changes to the monthly calendar as soon as the change becomes known to the Organization. Notification of changes to the calendar may be reported via email, facsimile, or by phone.
- h) The County reserves the right to schedule supplemental events and programs at the Community Center during any time in which the facility is not in active use by the Organization. County Staff will notify the Organization of its intent to use the facility. During such time as a supplemental program is using the facility, the Organization and the County agree to work cooperatively to ensure the facility is available for the supplemental program and that the facility is secured following the supplemental program's use of the Center. In the event there is a conflict in which both the County and the Organization desire exclusive use of the facility on any particular date, such conflict shall be resolved by decision of the County Administrator, or his designee.

- i) The Organization agrees that the Community Center will not be used for any illegal, illicit, or immoral purpose. The County reserves the right to disallow any use by the Organization that may negatively impact the community or the County's reputation.
- j) Upon execution of the Agreement, the Organization shall submit to the County its fee structure for reservations. The Organization shall notify the County of any change in its fee structure before the change is implemented. The County may request an audit of the Organization's financial records related to use of the Community Center at any time. The Organization shall provide full financial records to the County within thirty (30) days of the request.
- k) The Organization shall comply with Section 504 of the Rehabilitation Act of 1973, as amended, and Title VI of the Civil Rights Act of 1964, as amended. The Organization shall not discriminate against any person because of race, color, sex, religion, handicap, age, or national origin, by refusing to furnish services provided by the Organization.
- l) In the event of a disaster as declared by Escambia County pursuant to Section 37-35, Escambia County Code of Ordinances, the Organization understands and agrees that the County may at its discretion utilize the Community Center facility during which the Organization shall be required to suspend operations and vacate the premises. During a declared state of emergency, County use of the facility will supersede any use by the Organization. The County will notify the Organization of its intent to use the facility. The County may continue use of the facility beyond such time as the declared state of emergency during a reasonable recovery period. The County use of the facility, under this provision, shall cease only when the County relinquishes possession of the facility back to the Organization.

**2. TERM.** After the Agreement is properly executed by the parties hereto, the term of this Agreement shall commence upon the Effective Date and continue for a term of three (3) years unless earlier terminated with or without cause by either party giving thirty (30) days prior written notice. Submission of the Agreement to the County does not constitute an offer, and this Agreement shall have no effect unless first approved by the Escambia County Board of County Commissioners at a duly noticed public meeting and fully executed by both the Organization and the County. If the Organization, with the County's consent, uses the Community Center or any part of the Community Center prior to the commencement of the term, all provisions of the Agreement will be in full force and effect beginning at the time of the initial use.

**3. LICENSE FEE.** The Organization agrees to pay to the County the sum of one dollar (\$1) per year, payable in advance for the term of three (3) years. The County acknowledges receipt of three dollars (\$3).

**4. NOTICES.** Notices to the Organization and the County under the Agreement and the payment of fees must be addressed to and mailed or delivered to the following:

**COUNTY**

County Administrator  
Board of County Commissioners  
221 Palafox Place, Suite 420  
Pensacola, Florida 32502

**ORGANIZATION**

Boys & Girls Clubs of the Emerald Coast, Inc.  
923 Denton Boulevard NW  
Fort Walton Beach, FL 32547

With copy to:

County Attorney's Office  
221 Palafox Place, 430  
Pensacola, Florida 32502

Notices can be personally delivered or sent by U.S. mail. The date of delivery is the date of receipt of any notice. Each party may change its address by written notice given to the other.

**5. ORGANIZATION DOCUMENTS.** At the time of the execution of the Agreement, the Organization agrees to provide to the County a copy of its incorporating documents and a list of its current Board of Directors. The Organization agrees to furnish the following annually to the County: certificate of insurance, financial report, board member roster, activity report, fee structure, record of all rentals, and organization equipment inventory. Failure to provide said documents to the County by December 30<sup>th</sup> of any year could result in the termination of this Agreement.

**6. MEDIATION.** The County Administrator may elect to mediate disputes arising between members of the public and the Organization regarding the Organization's compliance with the Agreement. The Organization designates its Board of Directors, or a specifically appointed committee of the Board of Directors, to represent the Organization in disputes. The Organization's Board of Directors is responsible for carrying out all the objectives set forth in the Agreement.

**7. CONSTRUCTION OF IMPROVEMENTS.** The County agrees to preserve the Community Center exclusively for public purposes. The County further agrees that during the term of the Agreement, no physical change to the property or major construction work will be undertaken without prior consultation with the Board of Directors of the Organization.

If the Organization wants to undertake any construction work in the Community Center, prior approval must be obtained from the County, and the Organization shall ensure that all Federal, State, local laws, regulations, and ordinances are complied with, including, but not limited to: (a) the Occupational Safety and Health Act of 1970, Construction Industry Standards (29 C.F.R. §1926, et. seq.); (b) the Americans with Disabilities Act of 1990, as subsequently amended (42 U.S.C. §12101, et. seq.); (c) Escambia County Review Committee approval; and (d) Building inspection review. All improvements made by the Organization become the property of the County without charge upon completion.

**8. CONDITION AND MAINTENANCE OF THE PROPERTY.** The Organization accepts the property "as-is", and the County makes no warranties regarding suitability of the property for the Organization's intended use. During the term of the Agreement, the Organization and the County agree to the following maintenance guidelines: (a) the County will maintain the premises in good repair and in a neat, safe, and orderly condition, normal wear and tear excepted; (b) in the event it is determined that damage to facilities and equipment has occurred due to abuse or misuse by the Organization or any other entity using the Community Center for organized events by consent of the Organization, the Organization is responsible for the repair or returning the facility and equipment to its pre-damaged condition; (c) the County will pay all water, gas, electric, telephone (single line only/no options), sewage, garbage disposal, janitorial, and other utility bills related to the Community Center during the term of the Agreement; and (d) the County will provide proper grounds maintenance throughout the year.

**9. REVENUE/INCOME.** Revenue and income derived from the activities of the Organization are the exclusive property of the Organization but must be used by the Organization in furtherance of its activities at the Community Center in providing additional improvements for the

Organization's programs. The Organization shall provide a full accounting of all revenue and expenses to the County annually. The County has the right to audit the financial information at any time, at the County's expense. The Organization is responsible for payment of any and all local, state, or federal taxes derived from any revenue/income received by the Organization resulting from the activities of the Organization as required by law.

The Organization is prohibited from sub-letting the facility for any for-profit programs or events without prior authorization by the County. Any for-profit use of the facility requires authorization by the County and execution of a separate agreement between the parties related to the for-profit use.

**10. EQUIPMENT.** An inventory of equipment and personal property stored at the Community Center must be provided annually to the County by the Organization. All equipment or other personal property owned by the Organization, which has been placed or maintained in the Community Center by the Organization, is at the sole risk of the Organization. The Organization may remove from the Community Center any time prior to, or within sixty (60) days of the termination of the Agreement its equipment and personal property. Any Organization equipment or personal property not removed from the Community Center within sixty (60) days after termination of the Agreement becomes the exclusive property of the County without recourse.

**11. TERMINATION.** The Agreement may be terminated at any time, with or without cause, by the County, particularly whenever the Community Center is not being used, utilized, or managed by the Organization in accordance with the provisions of the Agreement, or whenever the Organization ceases operation, dissolves its corporation, or otherwise no longer provides the required services under the terms of the Agreement. The County agrees to give the Organization not less than thirty (30) days written notice of its intent to terminate the Agreement.

The Agreement may be terminated for cause by the Organization upon providing the County written notice of the breach and thirty (30) days within which to remedy the breach. Any notice under this section mailed or delivered by the County to the Board of Directors of the Organization will be deemed as the official notice of the County.

**12. RECORDS.** The parties acknowledge that this Agreement and any related financial records, and its reports, plans, correspondence, and other documents maybe subject to disclosure to members of the public pursuant to Chapter 119, Florida Statutes, as amended. In the event the Organization fails to abide by the provisions of Chapter 119, Florida Statutes, the County may, without prejudice to any right or remedy and after providing the Organization seven (7) days written notice, during which period the Organization fails to allow access to such documents, terminate this Agreement.

**13. ENTIRE AGREEMENT.** The Agreement contains the entire agreement of the parties and no representations, inducements, promises, or agreements between the parties not contained in the Agreement will be of any force and effect. Any amendments, modifications, additions, or alterations of the Agreement must be in writing executed with the same formalities as the Agreement.

**14. HEADINGS.** Headings and subtitles used throughout this Agreement are for the purpose of convenience only, and no heading or subtitle shall modify or be used to interpret the text of any section.

**15. SUCCESSORS AND ASSIGNS.** Without the previous written consent of the County, neither the Organization, nor its successors in interest by operation of law or otherwise, are permitted to assign the Agreement sublet or permit the occupancy of the Community Center or any part of the Community Center, by anyone other than the Organization. Any consent by the County to any act of assignment, subletting, or occupancy will be held to apply only to the specific transaction authorized. In any event, no assignment, subletting or occupancy will relieve the Organization of its obligations under the Agreement.

**16. SURVIVAL.** All other provisions which, by their inherent character, sense, and context, are intended to survive termination of this Agreement shall survive it.

**17. INSURANCE.**

**a) Commercial General Liability.** During the term of the Agreement, the Organization shall procure and maintain commercial general liability insurance coverage with \$1,000,000.00 per occurrence and aggregate limits, including coverage parts of bodily injury, property damage, personal injury, contractual liability, and sports participation cannot be excluded.

All insurance carriers must be rated "A," VIII or higher by the most recently published edition of A.M. Best rating guide. The Organization shall provide thirty (30) days prior written notice to the County before any change in or cancellation of any of the identified coverages.

Escambia County must be provided the certificates of insurance which reflect Escambia County, 221 Palafox Place, Suite 420, Pensacola, Florida 32502, as an "additional insured" and the "certificate holder" and further specify that the policies are endorsed. Certificates must be mailed to Risk Manager, P.O. Box 1591, Pensacola, Florida 32597. Certificates must reflect a thirty (30) day notice of cancellation and non-renewal clauses. Certificates of insurance will be satisfactory to the County with all succeeding coverages and carriers to be consecutive to prior coverages.

No provision of the Agreement can be construed, or in any way is intended to be construed, as a waiver of Escambia County's sovereign immunity or any other limitation of liability of Escambia County. Escambia County is self-insured for liabilities in excess of the amounts provided under Section 768.28, Florida Statutes.

The Organization agrees not to violate, or knowingly or negligently permit or allow to be violated, any condition of any insurance policies required by the Agreement. All insurance coverage of the Organization must be primary to any insurance or self-insurance carried by Escambia County applicable to this Agreement. The acceptance by Escambia County of any Certificate of Insurance does not constitute approval or agreement by Escambia County that the insurance requirements have been satisfied or that the insurance policy shown on the Certificate of Insurance is in compliance with the Agreement.

**b) Special Event Coverage**

The Organization must also require any other organization using the Community Center for any organized event that is scheduled to exceed four (4) hours in duration to procure and maintain "special event" liability insurance coverage naming Escambia County as an "additional insured." In the alternative, the Organization can procure a blanket special events policy for a minimum of \$1,000,000.00 per event and issue certificates to other organizations using the Community Center for special events.

It shall be the responsibility of the Organization to provide proof of adequate "special event" liability insurance to the Escambia County, Risk Management Department.

The County shall be responsible to ensure that any supplemental program using the Community Center, while not in use by the Organization, procures and maintains special event liability insurance coverage naming Escambia County as an "additional insured."

All insurance carriers must be rated "A," VIII or higher by the most recently published edition of A.M. Best rating guide. The Organization shall provide thirty (30) days prior written notice to Escambia County before any change in or cancellation of any of the identified coverages.

Escambia County must be provided the certificates of insurance which reflect Escambia County, 221 Palafox Place, Suite 420, Pensacola, Florida 32502, as an "additional insured" and the "certificate holder" and further specify that the policies are endorsed. Certificates must be mailed to Risk Manager, P.O. Box 1591, Pensacola, Florida 32597. Certificates must reflect a thirty (30) day notice of cancellation and non-renewal clauses. Certificates of insurance will be satisfactory to the County with all succeeding coverages and carriers to be consecutive to prior coverages.

No provision of the Agreement can be construed, or in any way is intended to be construed, as a waiver of Escambia County's sovereign immunity or any other limitation of liability of Escambia County. Escambia County is self-insured for liabilities in excess of the amounts provided under Section 768.28, Florida Statutes.

**c) Liquor Liability**

If alcohol is served on the property, pursuant to Paragraph 21 of this Agreement, the Organization shall provide evidence of coverage of liquor liability coverage in the amount equal to the general/umbrella/excess liability coverage at the time of the request to the Board of County Commissioners to allow service of alcohol at the Community Center. If the general liability coverage covers liquor liability, the Organization's agent or insurer shall provide written documentation to confirm that coverage already applies to this use. If liquor liability coverage is not included in the general/umbrella/excess liability policies, the policies must be endorsed to extend coverage for liquor liability, or a separate policy must be purchased to provide liquor liability coverage in the amount required. The Organization must provide proof of all necessary insurance coverage and receive approval of the sufficiency of the insurance policies from Escambia County Risk Management.

All insurance carriers must be rated "A," VIII or higher by the most recently published edition of A.M. Best rating guide. The Organization shall provide thirty (30) days prior written notice to Escambia County before any change in or cancellation of any of the identified coverages.

Escambia County must be provided the certificates of insurance which reflect Escambia County, 221 Palafox Place, Suite 420, Pensacola, Florida 32502, as an "additional insured" and the "certificate holder" and further specify that the policies are endorsed. Certificates must be mailed to Risk Manager, P.O. Box 1591, Pensacola, Florida 32597. Certificates must reflect a thirty (30) day notice of cancellation and non-renewal clauses. Certificates of insurance will be satisfactory to the County with all succeeding coverages and carriers to be consecutive to prior coverages.

No provision of the Agreement can be construed, or in any way is intended to be construed, as a waiver of Escambia County's sovereign immunity or any other limitation of liability of Escambia County. Escambia County is self-insured for liabilities in excess of the amounts provided under Section 768.28, Florida Statutes.

**18. HOLD HARMLESS.** The Organization shall indemnify and hold harmless Escambia County, its subsidiaries or affiliates, elected and appointed officials, employees, volunteers, representatives and agents from any and all claims, suits, actions, damages, penalties, interest, attorney and paralegal fees, liability and expenses in connection with the loss of life, bodily or personal injury, environmental impairment, property damage, including loss of use of the property, zoning or similar issues, directly or indirectly caused by, resulting from, arising out of or occurring in connection with the Organization's negligent performance of the Agreement. The Organization's obligation is not limited by, or in any way to, any insurance coverage or by any provision in or exclusion or omission from any policy of insurance.

**19. DAMAGE OR DESTRUCTION BY CASUALTY.** If by fire or other casualty the Community Center is totally damaged or destroyed, either party has the option of terminating the Agreement by serving written notice upon the other within thirty (30) days from the date of the casualty or a lesser number of days as the parties may mutually agree.

**20. COMPLIANCE WITH LAWS AND PROCEDURES.** The parties agree to comply with all applicable laws, guidelines, rules, regulations, and requirements, whether federal, state, or local, applicable to the Organization and its use of the Community Center and those for the correction, prevention, and abatement of nuisance, unsafe conditions, or other grievances arising from or pertaining to the use or occupancy of the Community Center.

**21. SMOKING AND ALCOHOL POLICY.** Subject to the terms set forth herein, consumption of alcoholic beverages on the property is strictly prohibited. The Organization may request permission to serve alcohol inside the Community Center on a case-by-case basis. The request must be made to the Board of County Commissioners. The request to serve alcohol must be received by the County at least thirty (30) days prior to the date of the event or program. The request must be in writing to the County. The written request shall notify the County of the date alcohol is to be served and shall request approval from the County Department Director responsible for the Center (Parks and Recreation Director or Neighborhood and Human Services Director). The County Department Director responsible for the Center shall present the request to the Board of County Commissioners at the next available date after the request is made.

Only upon approval from the Board of County Commissioners may alcohol be served inside the Community Center, however, provided that the alcoholic beverages are not sold and that Organization complies with and obtains any permits and licenses that may be required by state and local laws and regulations. Additionally, the Organization must provide proof of all necessary insurance coverage, including liquor liability, and receive approval of the sufficiency of the insurance policies from Escambia County Risk Management.

Further, for every event or program in which alcohol is to be served, the Organization must provide proof of additional security proportionate to the size of the program or event. A copy of the agreement for security must be included along with a copy of the insurance coverage before the County will consider the request to allow service of alcohol.

Smoking is prohibited at all times inside the Community Center. If this prohibition is violated by the Organization or any other organization using the Community Center for organized events, the Agreement may be terminated by the Board of County Commissioners pursuant to Paragraph 11 of the Agreement.

**22. SEVERABILITY; GOVERNING LAW.** If any term or condition of this Agreement is invalid

or unenforceable, the remainder of the terms and conditions of this Agreement will remain in full force and effect. The Agreement will be construed in accordance with the laws of the State of Florida, and venue is in Escambia County, Florida.

**23. RELATIONSHIP OF PARTIES.** Nothing contained in the Agreement can be deemed by the parties or by any third party to create the relationship of principal and agent, partnership, joint venturer or similar relationship between the County and the Organization.

**24. ACKNOWLEDGEMENT.** The Agreement cannot be more strictly construed against either party because one party may have drafted or prepared any or all of the terms and provisions of the Agreement. It is acknowledged that each of the parties has been represented by legal counsel and that each of the legal counsel has contributed substantially to the content of the Agreement.

**IN WITNESS WHEREOF** the parties hereto have duly executed this Agreement on the respective dates under each signature below.

**COUNTY:**  
**BOARD OF COUNTY COMMISSIONERS**  
**ESCAMBIA COUNTY, FLORIDA**

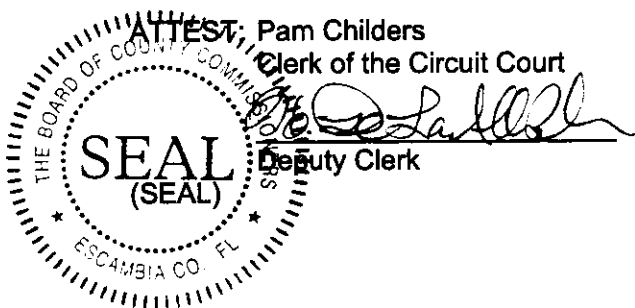
By: [Signature]  
Jeff Bergosh, Chairman

Date: 1/18/2022

**ORGANIZATION:**  
**BOYS & GIRLS CLUBS OF THE**  
**EMERALD COAST, INC.**

By: [Signature]  
Shervin Rassa, CEO/President

Date: 2/2/2022



Witness: \_\_\_\_\_

Witness: \_\_\_\_\_

STATE OF FLORIDA  
COUNTY OF ESCAMBIA

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 2022, by Shervin Rassa, CEO/President. He/She is ☐ personally known to me or ☐ produced identification. Type of identification produced \_\_\_\_\_.

(Notary Seal)

\_\_\_\_\_  
Signature of Notary Public

\_\_\_\_\_  
Printed Name of Notary Public

Approved as to form and legal sufficiency.

By/Title: Kristin D. Hual, DCA

Date: 11-29-2021





**THE SCHOOL DISTRICT OF ESCAMBIA COUNTY**

75 NORTH PACE BOULEVARD

PENSACOLA, FL 32505

PH (850)432-6121 FX (850)469-6379

<http://escambiaschools.org>

**TIMOTHY A. SMITH, Ed.D., SUPERINTENDENT**

May 12, 2022

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

To Whom It May Concern:

I am writing on behalf of the Boys and Girls Clubs of the Emerald Coast in support of their efforts to seek 21st CCLC funds to provide academic and personal enrichment services to at risk youth. Their focus on reducing academic disparities of the young people who need them the most is admirable and a cause I can strongly support.

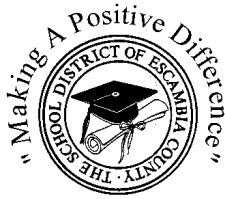
Throughout the years, Boys and Girls Club of the Emerald Coast (BGCEC) has worked to maintain open communication and positive relationships with schools within the Escambia County School District. This relationship is centered on ensuring that our students who participate with the BGCEC have the best access to resources to make academic gains. Community –based organizations, such as Boys & Girls Clubs are helpful in bridging learning gaps with youth who experience academic deficiencies.

Boys and Girls Club of the Emerald Coast employs strategies that reinforce school day concepts and strengthen academic skills during out-of-school time. They also have an extensive history of providing high-quality, out-of-school time programs for youth of all ages. As a result, I want to express my support for Boys and Girls Club of the Emerald Coast and their endeavor to receive a 21st Century Community Learning Center grant.

Sincerely,

Timothy A. Smith

TAS/LM/dh



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## SCHOOL DISTRICT OF ESCAMBIA COUNTY

---

J.E. HALL EDUCATIONAL SERVICES CENTER  
Community Involvement Programs  
30 EAST TEXAR DRIVE, PENSACOLA, FL 32503  
PHONE 850/469-5676, FAX 850/469-5335  
[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)  
Timothy A. Smith, Ed.D, SUPERINTENDENT

May 18, 2022

Leslie Mickles  
Boys & Girls Club of the Emerald Coast  
2751 N H Street  
Pensacola, FL 32501

Dear Ms. Mickles:

The partnership between the Escambia County School District and the Boys & Girls Club of the Emerald Coast is a most valuable resource for students of our district, and continues to assist with our goal of educational excellence for all students. The collaboration between the Boys & Girls Club of the Emerald Coast, the school district, and Oakcrest Elementary School, is always organized and executed with excellence.

We look forward to your continued partnership to implement Community Learning Center programs with 60 students who attend Oakcrest Elementary School.

Additionally, we will continue to work collaboratively to improve the educational outcomes of participating students by helping them meet state student standards in core academic subjects. We will continue to support the 21st CCLC program which matches adult staff with students to provide high-yield academic enrichment opportunities during non-school hours for children and do what is necessary to ensure a successful partnership that increases educational resources available to students and families, particularly those who attend high-poverty and low-performing schools.

Thank you again for your continued partnership with the Escambia County School District and Oakcrest Elementary School.

Sincerely,

*Wanda Kotick*

Wanda Kotick  
Coordinator  
Office of Community Involvement  
Escambia County School District



Escambia County School District  
Partners in Education  
Agreement Form

School Name: Escambia County School District

Business/Organization: Boys & Girls Club of the Emerald Coast

Address: 2751 N H Street, Pensacola, FL 32501

Business Representative Name: Leslie Mickles

Position: Vice President of Financial Advancement

Email lmickles@bgec.com Phone 850.438.0996

Estimated number of employees involved: 20

Please indicate what type of support business will supply:

In-Kind Donation ☐

Financial Donation ☐

Volunteering/Mentoring ☒

Sharing of Talents/Skills ☒

The above-named school and business/organization have agreed to participate in the Escambia County School District's Partner in Education Program. The purpose of the partnership is to provide enhanced educational opportunities for Escambia County students. The agreement shall be for the term of one school year and may be reaffirmed for following years.

Leslie Mickles Digitally signed by Leslie Mickles  
Date: 2022.05.18 12:22:39  
-05'00'

Business Representative Signature

Date: 5/18/2022

Wanda Kotick Digitally signed by Wanda Kotick  
Date: 2022.05.18 10:16:55 -05'00'

School Representative Signature

Date: 5/18/2022

Please send a copy of the completed form to the Office of Community Involvement.



April 14, 2022

Leslie Mickles-MPA

2751 North H. Street

Pensacola, FL 32501

Dear Mrs. Mickles,

It is my pleasure to write a letter of support for the Boy's and Girl's Club of the Emerald Coast's proposed project for the 21<sup>st</sup> CCLC funds to continue to provide services to at-risk youth in Escambia and Walton Counties.

Feeding the Gulf Coast, formerly Bay Area Food Bank, has partnered with the Boy's and Girl's Club of the Emerald Coast for the last 12 years. We have provided after school snacks, summer feeding opportunities, weekend backpacks, a child nutrition pantry and cooking matters classes. Additionally, in October of 2015, the two agencies partnered together to build a community garden at the North H Street location in Pensacola. We are confident that the proposed funds will be delivered with the same diligence and enthusiasm with which the Boy's and Girl's Club of the Emerald Coast has delivered program the last 12 years, which has been a success.

In conclusion, we fully support the efforts of the Boy's and Girl's Club in seeking funding to support a program that will improve the academic and personal enrichment of at-risk youth.

Sincerely,

Michael Ledger  
President & CEO



# OAKCREST ELEMENTARY

1820 North Hollywood Avenue  
(850) 595-6980 • Fax (850) 595-6988

---

**Linda Bonifay**  
Principal

**Lori Martin**  
Family and Community Liaison  
PBS Coach

**Tasheba Sheppard**  
Assistant Principal

**Cody Dannelly**  
Administrative Secretary

**Arren Martin**  
Data Specialist

April 13, 2022

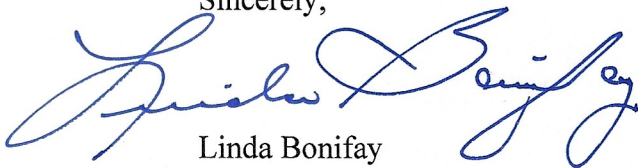
To: Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

I am writing on behalf of the Boys and Girls Clubs of the Emerald Coast in support of their efforts to seek 21st CCLC funds to provide academic and personal enrichment services to at risk youth. Their focus on reducing academic disparities of the young people who need them the most is admirable and a cause I can strongly support.

Throughout the years, Boys and Girls Club of the Emerald Coast (BGCEC) has worked to maintain open communication and positive relationships with Oakcrest Elementary. Their efforts ensure that our students who participate with the BGCEC have the best access to resources to make academic gains. This initiative will take place at the Pensacola Club located at Englewood Community Center (Escambia County) afterschool and during the summer months.

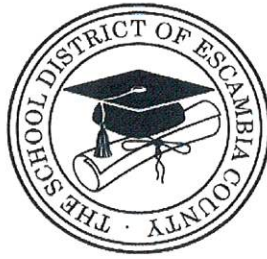
Community –based organizations, such as Boys & Girls Clubs are helpful in bridging learning gaps with youth who experience academic deficiencies. Boys and Girls Club of the Emerald Coast employs strategies that reinforce school day concepts and strengthen academic skills during out-of-school time. As a result, I want to express my support for the Boys and Girls Club of the Emerald Coast and their endeavor to receive a 21st Century Community Learning Center grant.

Sincerely,



Linda Bonifay  
Principal

Affirmative action / equal opportunity employer



Escambia County School District  
Partners in Education  
Agreement Form

School Name: Escambia County School District  
Business/Organization: Boys & Girls Club of the Emerald Coast  
Address: 2751 N H Street, Pensacola, FL 32501  
Business Representative Name: Leslie Mickles  
Position: Vice President of Financial Advancement  
Email: lmickles@bgec.com Phone: 850.438.0996  
Estimated number of employees involved: 20

Please indicate what type of support business will supply:

In-Kind Donation ☐

Financial Donation ☐

Volunteering/Mentoring ☒

Sharing of Talents/Skills ☒

The above-named school and business/organization have agreed to participate in the Escambia County School District's Partner in Education Program. The purpose of the partnership is to provide enhanced educational opportunities for Escambia County students. The agreement shall be for the term of one school year and may be reaffirmed for following years.

Leslie Mickles  
Business Representative Signature

Date: 5/18/2022

Quida Sanchez  
School Representative Signature

Date: 5/18/2022

Please send a copy of the completed form to the Office of Community Involvement.



Nita M. Lowey 21st Century Community Learning Centers  
RFP Review Team

March 28, 2022

Greetings,

I have served as a volunteer and a board participant for the Boys & Girls Clubs of the Emerald Coast for almost 20 years. I have chosen to stay engaged for so long because the Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls of our communities who are most vulnerable. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures and improve our community's future as a whole.

Because of my belief in the organization's dedication to youth, I am proud to partner with the club in providing all of the pre-employment screening for its hiring process. We donate all of our background screening services to the club and in 2021 alone provided \$2,350.00 in screening reports at no cost. I believe strongly in thoroughly vetting the workforce that work with our children every day. We are proud to partner with the club in assisting in providing a safe and positive environment for our club members.

I'm proud to be business member in the community that can assist the club in having a positive impact and create long term results for our most vulnerable citizens. I believe that the business sector has the obligation to invest time and energy into helping to shape the direction of its community for the better. I believe when people with multiple talents and backgrounds come together as stakeholders, the entire area benefits. I'm very excited to be a partner to the Boys & Girls Clubs of the Emerald Coast.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Gontarski", with a long horizontal flourish extending to the right.

Kelly Gontarski  
CEO, Starpoint Screening



Proud division of the



**Boys & Girls Clubs of the Emerald Coast  
PROGRAM TEAM**

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Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 1, 2022

**CORPORATE OFFICE**  
923 Denton Boulevard NW  
Fort Walton Beach, FL 32547  
Phone: (850) 862-1616  
Fax: (850) 862-7753  
[www.EmeraldCoastBGC.org](http://www.EmeraldCoastBGC.org)



DESTIN  
CHARITY  
WINE AUCTION  
FOUNDATION



Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth and my work with the organization, I fully support the Boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my career and expertise in program management, supervision of diverse staff implementation of programs associated with state and federal grants, prior employment as an educator and work in Youth Development, I possess a host of knowledge and academic expertise to contribute to this team. I also possess knowledge of data collection, management and program evaluation. My role will assist in providing pertinent connections to build partnerships and increase resources for students participating in this program.

Best regards,

**Shirlandria Carter, Club Director**

Boys & Girls Clubs of the Emerald Coast- Pensacola  
2751 North H St. Pensacola, FL 32501  
850.438.0996\*2\*1 Office | 850.438.5412 Fax  
[scarter@bgcec.com](mailto:scarter@bgcec.com) | [www.EmeraldCoastBGC.com](http://www.EmeraldCoastBGC.com)

**GREAT FUTURES START HERE.**

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 21, 2022

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication, as a parent of a youth who actively attends the Pensacola Club and Oakcrest Elementary, I fully support the boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my career and expertise in Customer Service in the Healthcare Field. My role will assist in providing pertinent connections to build partnerships and resources.

Sincerely,

Karen M Dade -Patient Services Advisor/Parent

A handwritten signature in black ink, appearing to read "Karen M Dade". The signature is fluid and cursive, with the first name "Karen" being more prominent than the last name "Dade".



Nita M. Lowey 21st Century Community Learning Centers  
RFP Review Team

March 25, 2022

Greetings,

I'm very proud to serve on a unit board for the Boys & Girls Clubs of the Emerald Coast and have been involved as a volunteer and board participant with the organization for almost 20 years. I have chosen to stay engaged for so long because the Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls of our communities who are most vulnerable. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures and improve our community's future as a whole.

Because of the organization's dedication to youth, I fully support the Boys & Girls Clubs of the Emerald Coast efforts to facilitate 21st CCLC programs. I have volunteered to be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

As a business leader in the community, I have experience in working on projects with other leaders to create positive outcomes with a view on long term results. I believe that the business sector has the obligation to invest time and energy into helping to shape the direction of its community for the better. I believe when people with multiple talents and backgrounds come together as stakeholders, the entire area benefits. I'm very excited to serve on this program team.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelly Gontarski", with a long horizontal flourish extending to the right.

Kelly Gontarski  
CEO, Starpoint Screening

Proud division of the



April 11, 2022

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

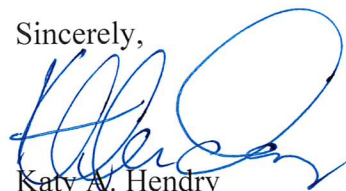
Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

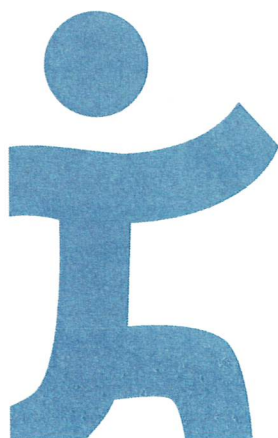
Due to my career and expertise in higher education and research funding development, I believe I can provide support and guidance throughout the span of the project. My role will assist in providing pertinent connections to build partnerships and by providing up to 5 spots into the IHMC Robotics Camp throughout the terms of the contract.

Sincerely,



Katy A. Hendry

Assistant Director, Sponsored Grants & Contracts



FLORIDA INSTITUTE FOR HUMAN & MACHINE COGNITION

PENSACOLA

40 South Alcaniz St. • Pensacola, FL 32502

850.202.4462

OCALA

15 SE Osceola Ave • Ocala, FL 34471

352.387.3050

[www.ihmc.us](http://www.ihmc.us)

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 8, 2022

Hello,

Boys & Girls Clubs of the Emerald Coast give me a safe, space to help me complete my homework and get the help and support I need to be the best student I can be. I enjoy being at the club because I have friends who attend with me. Ever since I started this program it has been a fun place for me to come to after school.

As a student who attends the Pensacola Club and Oakcrest Elementary, I fully support the Boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to help and be an active part of the program team, which includes sharing my experience at the club, telling the adults what's good and what's bad about the programs and suggesting ways to make my experience better.

Sincerely,

Breanna  
Breanna, 5<sup>th</sup> Grade



A handwritten signature in black ink, appearing to read 'Karen M. Dade'.

Karen Dade, Parent of Breanna





**CORPORATE OFFICE**  
923 Denton Boulevard NW  
Fort Walton Beach, FL 32547  
Phone: (850) 862-1616  
Fax: (850) 862-7753  
[www.EmeraldCoastBGC.org](http://www.EmeraldCoastBGC.org)



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Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

March 23, 2022

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the Boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract(4 years), to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my career and expertise in grant management, I can assist with strategic planning, program evaluation, oversight of data tracking systems and outcomes reporting. My role will assist in providing pertinent connections to build partnerships and strengthen community connections to ensure sustainability of the program. My knowledge of educational standards and activity design will also make certain participating students have access to tools to achieve academic success.

Best regards,

**Leslie Mickles, M.P.A.**

**VP of Financial Advancement**  
**Escambia, Okaloosa & Walton Counties**

Boys & Girls Clubs of the Emerald Coast  
850.723.3551 Cell | 850.438.5412 Fax  
[lmickles@bgcec.com](mailto:lmickles@bgcec.com) | [EmeraldCoastBGC.org](http://EmeraldCoastBGC.org)

**GREAT FUTURES START HERE.**

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 20, 2022

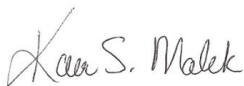
Dear 21<sup>st</sup> Century Community Learning Center Review Team,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

I have worked with the Emerald Coast Boys and Girls Club for more than 5 years. I coordinated and hosted a STEM Camp for 25 students from the Boys and Girls Club in 2015. Many of the students had never been to the UWF campus (a mere 5 miles from where they live). I also have a decade long history of establishing and running Scholars programs designed to support college students from disadvantaged backgrounds (such as financial and underrepresented ethnicities) in STEM so that they can meet their academic potential. My career, administrative role, and expertise in undergraduate education align with this proposal. My role will assist in providing pertinent connections to build partnerships and local students through the Boys and Girls Club. These programs are critical to help our most vulnerable local students meet their academic potential beginning at a young age.

Sincerely,



Karen Sinclair Molek, Ph.D.  
Chair and Professor of Chemistry  
Admin Fellow, Hal Marcus College of Science and Engineering  
UWF MARC U\*STAR Scholars Program Director  
UWF Chemistry and STEM Scholars Program Director  
University of West Florida





"Making A Positive Difference"

## **THE SCHOOL DISTRICT OF ESCAMBIA COUNTY**

75 NORTH PACE BOULEVARD

PENSACOLA, FL 32505

PH. 850/432-6121 • FAX: 850/469-6379

<http://www.ecsd-fl.schoolloop.com>

TIMOTHY A. SMITH, Ed.D., SUPERINTENDENT

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

March 23, 2022

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the Boys & Girls Clubs of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. As the Deputy Superintendent of Escambia County School District, I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my career and expertise in education, my role will assist in providing pertinent connections to build partnerships and lasting relationships.

Sincerely,

Shenna M. Payne

Deputy Superintendent



## NEIGHBORHOOD SERVICES

April 6, 2022

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

Greetings,

Boys & Girls Clubs of the Emerald Coast has been at the forefront of youth development, working with young people that need them most for more than 50 years. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. BGCEC staff is dedicated to ensuring that our community's children and teens have greater access to quality programs and services to enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the Boys & Girls Clubs of the Emerald Coast's efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in developing a competitive proposal based on student needs. In addition, if awarded, I commit to continue serving on the program team for the duration of the contract to determine the best activities, strategies, and interventions for students and families that will likely close the achievement and opportunity gap. I commit to providing feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my expertise in curriculum and instruction and experience as a professional educator and governmental liaison, my role will be to assist the program team in evaluating curricula, building partnerships, and identifying community resources that will assist in implementing the program and helping it achieve the desired outcomes.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kelsey D. Powell", written over a horizontal line.

Kelsey D. Powell  
Community Liaison and Outreach Coordinator



Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 1, 2022

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth and my work with the organization, I fully support the Boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my career and expertise in program management, implementation of programs associated with state and federal grants for more than 15 years and work in Youth Development, I possess a host of knowledge and academic expertise to contribute to this team. I also possess knowledge of data collection, management and program evaluation. My role will assist in providing pertinent connections to build partnerships and increase resources for students participating in this program.

Best regards,

**Tanya Richardson, Club Director**

Boys & Girls Clubs of the Emerald Coast - Montclair  
820 Massachusetts Ave. Pensacola, FL 32505  
850.865.5305 Office | 850.438.5412 Fax

[trichardson@bgcec.com](mailto:trichardson@bgcec.com) | [www.EmeraldCoastBGC.com](http://www.EmeraldCoastBGC.com)

**CORPORATE OFFICE**

923 Denton Boulevard NW  
Fort Walton Beach, FL 32547  
Phone: (850) 862-1616  
Fax: (850) 862-7753  
[www.EmeraldCoastBGC.org](http://www.EmeraldCoastBGC.org)



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WINE AUCTION  
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**GREAT FUTURES START HERE.**

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication to youth, I fully support the boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Because of my career and expertise in curriculum instruction and design and project management in K-12, higher education, and corporate settings, I will be able to offer support with program evaluation, curriculum development and design, and project-based learning implementation. I look forward to assisting the 21<sup>st</sup> Century project through and beyond the grant period.

Sincerely,

*Bridget Robinson*

Bridget Robinson  
Instructional Design Manager  
Cardinal Financial



# OAKCREST ELEMENTARY

1820 North Hollywood Avenue  
(850) 595-6980 • Fax (850) 595-6988

---

**Linda Bonifay**  
Principal

**Lori Martin**  
PBS Coach/Parent Liaison

**Tasheba Sheppard**  
Assistant Principal

**Cody Dannelly**  
Admin Secretary II

**Arren Martin**  
Data Specialist I

Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers  
RFP Review Team

April 14, 2022

Greetings,

For over 50 years, Boys & Girls Clubs of the Emerald Coast has been in the forefront of youth development, working with young people that need them most. Boys & Girls Clubs of the Emerald Coast has actively sought to enrich the lives of boys and girls whom other youth agencies have had difficulty reaching. They are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that will enhance their lives and shape their futures.

As a result of this organization's dedication and as the Assistant Principal at Oakcrest Elementary school, I fully support the Boys & Girls Club's of the Emerald Coast efforts to facilitate 21<sup>st</sup> CCLC programs. I am willing to serve and be an active part of the program team, which includes assisting in the development of a competitive proposal based on student needs. In addition, if awarded, I commit to continue to serve on the program team for the duration of the contract, to determine the best activities, strategies and interventions for students and families that will have the likelihood to close the achievement and opportunity gap. I commit to provide feedback and guidance as a program team member to ensure my involvement in the continuous quality improvement process.

Due to my expertise in the field of elementary education, my role will assist in providing pertinent connections to build partnerships and increase student achievement.

Sincerely,



Tasheba Sheppard  
Assistant Principal



# **Boys & Girls Clubs of the Emerald Coast**

## **SITE PROFILE & SCHEDULES**

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Sample Afterschool Schedule of Activities.....	2
Sample Summer Schedule of Activities .....	3
Sample Adult Family Engagement Schedule.....	4



### 2022-2023 SITE PROFILE

<b>Agency Name</b>	Boys & Girls Clubs of the Emerald Coast			<b>Project Number</b>			
<b>Site Name</b>	Oakcrest Elementary					<b>Zip Code</b>	32505
<b>Site Address:</b>	1820 Hollywood Ave.			<b>City</b>	Pensacola	<b>County</b>	Escambia
<b>Site Contact Name:</b>	Leslie Mickles	<b>Phone</b>	850.723.3551	<b>Email</b>	lmickles@bgcec.com		

TARGET SCHOOLS									
School Name	School-wide Information			# Targeted Students					
	Grades Served by School	Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM	W	H
Oakcrest Elementary School	PK, K,1,2,3,4,5	487	100.0	K,1,2,3,4,5		60	60		
<b>TOTAL</b>						60	60		

BEFORE SCHOOL SITE OPERATIONS						
Start Date		End Date		Total Number of Service Days		
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS									
Start Date	8/10/2022		End Date		5/23/2023		Total Number of Service Days	178	
Non-service days									
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week.			
Start Time	1:30p	1:30p	1:30p	1:30p	1:30p				
End Time	6:00p	6:00p	6:00p	6:00p	6:00p				
Hours	4.5	4.5	4.5	4.5	4.5				22.5
Early Release Dates				Total Service Days	178	Hours/Day	4.5		

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS						
<b>Service days</b>						
	<b>Holidays/Break</b>	<b>Total number of Holiday, School Break service days.</b>		<b>Saturday</b>	<b>Total number of Weekend service days.</b>	
<b>Start Time</b>			<b>Start Time</b>			
<b>End Time</b>			<b>End Time</b>			
<b>Hours</b>			<b>Hours</b>			

SUMMER SITE OPERATIONS							
Start Date	6/5/2023	End Date	7/28/2023	Total Number of Service Days		37	
Non-service days	6/19/2023, 7/3/2023, 7/4/2023						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.
Start Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM		
End Time	5:00PM	5:00PM	5:00PM	5:00PM	5:00PM		
Hours	4.5	4.5	4.5	4.5	4.5		22.5

ADULT FAMILY MEMBER SERVICES			
<b>Describe Frequency, Duration, and Dosage:</b>	Adult Family engagement activities will be scheduled monthly for the entire calendar year, summer and afterschool months. Activity sessions will be 1 hour in duration.		
<b>Total Number of Sessions</b>	12	<b>Total Number of Adult Family Members Served</b>	60

STUDENT/TEACHER RATIO			
<b>Academic Ratio</b>	1:10	<b>Personal Enrichment Ratio</b>	1:20



## 2022-2023 Afterschool Program Schedule

### SAMPLE- PENSACOLA CLUB/OAKCREST

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:00pm	Snack/Program Preparation All	Snack/Program Preparation All	Snack/Program Preparation All	Snack/Program Preparation All	Snack/Program Preparation All
2:00-3:00pm	Triple Play All	Healthy Habits All	Triple Play All	Art Club: Visual Art All	Triple Play All
3:00-4:00pm	Art Club: Visual Art All	Positive Action ALL	Computer Science ALL	Positive Action ALL	Art Club: Performing Art  Music, Drama or Dance
4:00-5:00pm	Homework Help All	Homework Help All	Homework Help All	Homework Help All	Author's Club ALL
5:00-6:00pm	*S.T.E.M. Club  *Reading Club/Accelerated Reader  *Math Club	Reading Club/Accelerated Reader  S.T.E.M. Club  Reading Club/Accelerated Reader	Math Club  Reading Club/Accelerated Reader  S.T.E.M. Club	Reading Club/Accelerated Reader  Math Club  Reading Club/Accelerated Reader	Tech Club ALL

#### \*Key:

	Color indicates Group 1, Kindergarten to 1 <sup>st</sup> Grade
	Color indicates Group 2, 2 <sup>nd</sup> Grade to 3 <sup>rd</sup> Grade
	Color indicates Group 3, 4 <sup>th</sup> Grade to 5 <sup>th</sup> Grade



## 2023 Summer Program Schedule

### SAMPLE- PENSACOLA CLUB/OAKCREST

Time of Day	Monday	Tuesday	Wednesday	Thursday	Friday
12:30-1:00pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00pm	Triple Play All	Healthy Habits All	Triple Play All	Art Club: Visual Art All	Triple Play All
2:00-3:00pm	Art Club: Visual Art All	Positive Action ALL	Computer Science ALL	Positive Action All	Art Club: Performing Art  Music, Drama or Dance
3:00-4:00pm	Tech Club ALL	Author's Club ALL	Tech Club ALL	S.T.E.M. Club All	Tech Club ALL
4:00-5:00pm	*S.T.E.M. Club  *Reading Club  *Math Club	Reading Club  S.T.E.M. Club  Reading Club	Math Club  Reading Club  S.T.E.M. Club	Reading Club  Math Club  Reading Club	Author's Club ALL

#### \*Key:

	Color indicates Group 1, Kindergarten to 1 <sup>st</sup> Grade
	Color indicates Group 2, 2 <sup>nd</sup> Grade to 3 <sup>rd</sup> Grade
	Color indicates Group 3, 4 <sup>th</sup> Grade to 5 <sup>th</sup> Grade

# SAMPLE

## 21<sup>st</sup> CCLC Adult Family Member Services Schedule 2022.2023

<b>August</b>	<b>September</b>	<b>October</b>	<b>November</b>
Family Night, 1 session  Topic: -Afterschool Program Orientation Session & Communicating with school day teachers	Family Night, 1 session  Topic: - Strengthening Parenting Skills, improving youth behavior	Family Night, 1 session  Topic: -Lights On-STEM & Literacy	Family Night, 1 session  Topic: -Academic success strategies & Helping youth complete homework
<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>
Family Night, 1 session  Topic: - Helping youth study at home	Family Night, 1 session  Topic: -Goal Setting & Financial Literacy	Family Night, 1 session  Topic: -Literacy & Communication Skills	Family Night, 1 session  Topic: - Academic Enrichment via the Arts
<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
Family Night, 1 session  Topic: -Test taking strategies for student success	Family Night, 1 session  Topic: - Summer Program Orientation Session & Summer Learning Loss reduction strategies	Family Night, 1 session  Topic: -Literacy	Family Night, 1 session  Topic: -Parenting Skills- Helping Your child learn thru play

Map and Compare Schools

View State Report Card

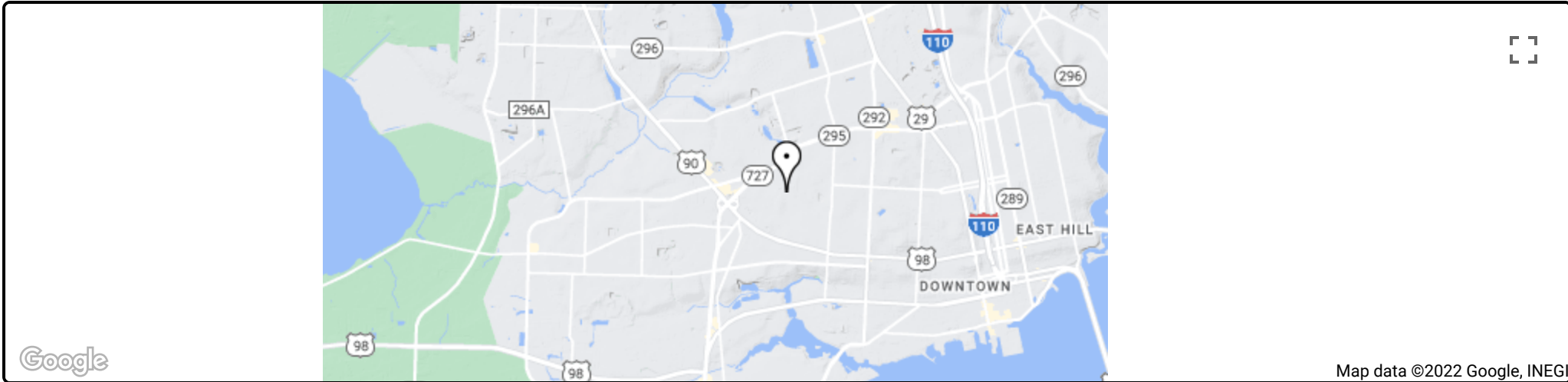
Select a District

Select a School

View Report Card

# 2020-21 OAKCREST ELEMENTARY SCHOOL REPORT CARD

[Escambia](#) | Elementary School



**Principal:** Linda Bonifay    **Phone Number:** (850) 595-6980

**Address** (click to map and compare): [1820 Hollywood Ave, Pensacola, FL 32505-5342](#)

**Title I :** ☐

**Exceptional Student Education Center:** ☐

**Charter:** ☐

**Alternative Education:** ☐

**Grades Served:** ☐ PK ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5



School Accountability Summary

Key Performance Indicators

School Grade ⓘ (click grade for details and subgroups)

2020-21\*

N/A

2019-20\*\*

N/A

2018-19

C

2017-18

D

Total Percent Tested ⓘ (click percent for subject and subgroup details)

2020-21\*

100%

2019-20\*\*

N/A

2018-19

100%

2017-18



100%

Identified for Support ⓘ (click yes/no for details)

2020-21\*

Yes

2019-20\*\*

Yes

2018-19

Yes

2017-18

Yes

\*Pursuant to [Florida Department of Education \(FDOE\) Emergency Order No. 2021-EO-02](#), school districts and charter school governing boards were provided the flexibility to apply to the FDOE to have a 2020-21 school grade or school improvement rating officially recorded and reported for any school that tested 90 percent or more of its eligible students in the 2020-21 academic year. Districts and schools that did not opt in, or were not eligible to opt in, did not receive a summative rating for the 2020-21 school year. Additionally, in '2021, the U.S. Department of Education approved [Florida's Amended ESSA Waiver](#) for Report Card requirements related to certain assessments and accountability for the 2020-21 school year.

\*\*Pursuant to [Florida Department of Education Emergency Order No. 2020-EO-1](#), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. Additionally, in April 2020, the U.S. Department of Education provided a [Report Card waiver](#) for requirements related to certain assessments and accountability that are based on data from the 2019-20 school year.

For information about Florida's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about School and District Grade calculations see the [School Grades Overview](#) and [Guide to Calculating School Grades, District Grades, and the Federal Percent of Points Index](#).

## Population and Enrollment

Overview

Fall Enrollment Details

Fall Preschool Enrollment

# 2021-22 Oakcrest Elementary School Fall Overview

.....

Teacher Count ⓘ



42

Student Count





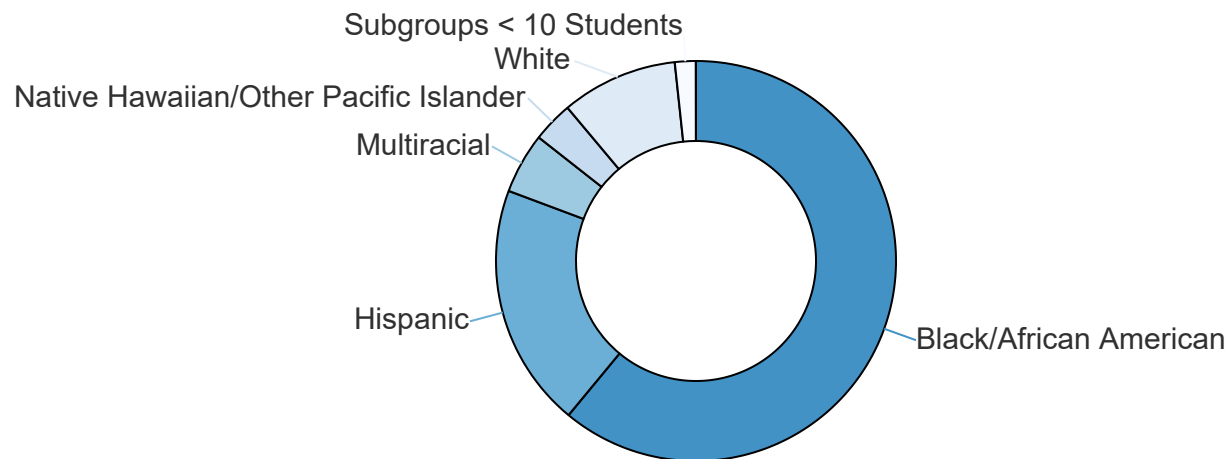


487

### Enrollment Count by Grade

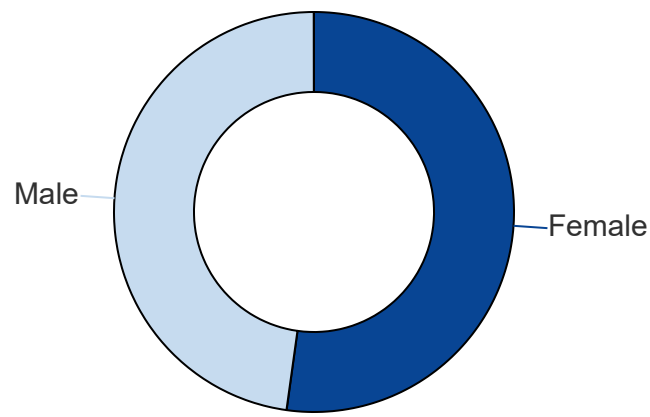


### Race/Ethnicity

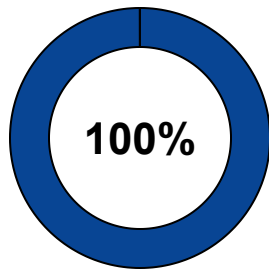


### Gender

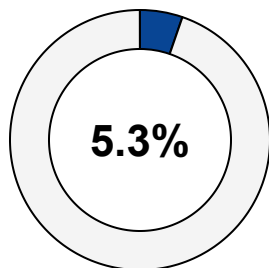




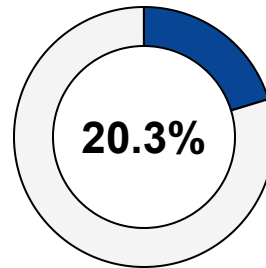
### Economically Disadvantaged



Homeless

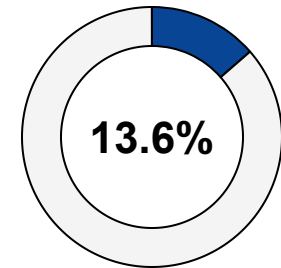


### Current English Language Learners



Migrant  
Not Enough Data

### Students with Disabilities



Military Family Student  
Not Enough Data



**Assessments - English Language Learners**

**Acceleration**

**Discipline and Attendance**

**Graduation and Postsecondary**

**Equitable Access to Quality Educators**

**Long-Term Goals and Interim Progress**

**Per-Pupil Expenditures**

**National Data**

