

Application: Boys

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27B030 (STATEWIDE) 21stCCLC 2026-27 RFP

Summary

ID: 0000000150
Status: Not Submitted

DOE 100A Application Form

Completed - May 5 2026

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.

Refer to the RFP for more information.

[DOE 100A_BGCEmeraldCoast](#)

Filename: DOE 100A_BGCEmeraldCoast.pdf **Size:** 95.4 kB

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

Completed - May 5 2026

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 refer to the RFP.

[DOE General Assurances_BGCEmeraldCoast](#)

Filename: DOE_General_Assurances_BGCEmeraldCoast.pdf **Size:** 391.9 kB

21st CCLC Subrecipient Assurances

Completed - May 5 2026

Please [download](#) and review the 21st 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.

[2026-27_21stCCLCSubrecAssur](#)

Filename: 2026-27_21stCCLCSubrecAssur.pdf **Size:** 200.4 kB

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

Completed - May 5 2026

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.

[2026-27_AssurProvidEquitServPS_BGCEC](#)

Filename: 2026-27_AssurProvidEquitServPS_BGCEC.pdf Size: 148.7 kB

Scope of Work/Narrative Form

Completed - May 8 2026

Scope of Work/Narrative Form

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites.

Section 1. Project Abstract/ Summary (3 points)

Instructions

Develop a short statement (no more than 500 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. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides,” “serves” and “offers.”

Refer to the RFP for more information.

Boys & Girls Clubs of the Emerald Coast- Pensacola Club and Oakcrest Club facilitates “Ensuring Great Futures” afterschool and via a summer program in Escambia County, Florida. This high-quality, out-of-school time program is located at two different locations. Site 1: Pensacola Club is located at 2751 North “H” Street, Pensacola, FL 32501. The program’s target school is C.A. Weis Elementary School, 2701 North “Q” Street, Pensacola, Florida, 32505. This 21st Century Community Learning Center serves Forty (40) students, male and female, in grades Kindergarten to 5th Grade. Site 2: Oakcrest Club is located at 1820 North Hollywood Boulevard, Pensacola, FL 32505. The program is hosted at the target school Oakcrest Elementary School. This 21st Century Community Learning Center serves Forty (60) students, male and female, in grades Kindergarten to 5th Grade. These academic and enrichment opportunities occur during the entire school year, Monday through Friday, 1:30p.m. to 6:00p.m., 8/12/2026 – 5/25/2027. There will be 178 days of service, 4.5 hours per day which include 1.5 additional hours per day for 2 early release days. This learning opportunity also takes place during the summer months, Monday through Thursday, 8:00a.m. to 1:00p.m., 6/1/2027-7/29/2027. There are no 21st CCLC activities that occur on federal holidays or during fall, winter and spring break. Outcome-driven program activities are centered around 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. Monthly, Adult Family Members of youth participating in the “Ensuring Great Futures” program at the Pensacola Club & Oakcrest Club sites, are also afforded the opportunity to engage in programs. In the evenings, for at least 1 hour for, Adult Family Members can attend “Family Night.” Whether virtual or in-person, Family Night is an adult-centered learning session aimed at strengthening the family unit. Session topics include but are not limited to: goal-setting, mental health& wellness, student resiliency, test-taking strategies for youth and financial literacy. Boys & Girls Clubs of the Emerald Coast (BGCEC) is a well-established organization (more than 55 years of service to youth) with a demonstrated track record of operating successful 21st Century Community Learning Centers and out-of-school time programs. “Ensuring Great Futures” compliments, but does not duplicate the regular school day instruction by including developmentally appropriate academic support and enrichment activities that complement the school curriculum. At Boys and Girls Clubs, Pensacola Club and Oakcrest Club, engaging activities are intentionally planned and led by caring adult mentors, some of whom are FL certified teachers. The variety of scheduled activities offered, meets the needs of the whole child as well as reflects

his or her interests and abilities. “Ensuring Great Futures” afterschool and summer program provides opportunities for academic and personal enrichment that allow participating students to meet and exceed state standards.

Section 2. Applicant’s Experience and Capacity (3 points)

Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program.

	Number of Years	Dates of Operation
Provided Expanded Learning Opportunities	10+	1968-2026
Used Federal Funding	10+	2010-2014, 2016-2022, 2022-2026
Operated a 21st CCLC Program	10+	2010-2026
Other Types of Expanded Learning Opportunities	10+	2008-2026

Section 2a. Applicant's Experience and Capacity

Instructions

If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

Refer to the RFP for more information.

Boys & Girls Clubs of the Emerald Coast (BGCEC) is a well-established, long standing organization (more than 55years) with a demonstrated track record and extensive experience operating a 21st CCLC program, providing expanded learning opportunities and managing 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 Coast has successfully managed and implemented funding from the Office of Juvenile Justice and Delinquency Prevention(2011-2012, 2014-2026,) Office of Early Learning: CARES Act(2021-2022)Volunteer Florida: Volunteer Generation Fund in partnership with AmeriCorps (2020-2021, 2021-2022, 2022-2023)along with 21st CCLC programs(2010-2014, 2016-2022, 2022- 2026.)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.

Section 3. Evaluation of the Community Needs (5 points)

Instructions

Use the **Know Your Schools** portal at <https://edudata.fl DOE.org/> 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
- Discipline and Attendance
- Graduation and Postsecondary

Use the text box 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.

Unfortunately, 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, 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. BGCEC will target Oakcrest and C.A. Weis Elementary schools (serving grades Kindergarten-5th) 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 is no other individual school sponsored afterschool programs that are established at the target school, Oakcrest Elementary. There is one other individual school sponsored afterschool programs operating inside of the target school, C.A. Weis Elementary. This program has limited student capacity, does not operate and is not intentionally designed like programming at Boys & Girls Clubs. Oakcrest Elementary (located at 1820 Hollywood Avenue, Pensacola, FL 32505-5342) is 2.2-miles from the Boys & Girls Club-Pensacola(Englewood Community Center Site) in Pensacola, FL. C.A. Weis Elementary (located at 2701 North Q St, Pensacola, FL 32505-5615) is 0.8-mile from the Boys & Girls Club-Pensacola(Englewood Community Center Site) in Pensacola, FL. Boys & Girls Clubs of the Emerald Coast host eight (8) Clubs from Escambia to Walton County, FL. The Pensacola Club, in Escambia County, has been operating out of Englewood Community Center for more than thirty years. There, summer and after school

programs take place. Boys & Girls Clubs have been serving youth from Oakcrest Elementary and Weis Elementary for more than 15 years via 21st CCLC programs. Boys & Girls Clubs of the Emerald Coast has an extensive history as a structured afterschool and summer program provider conducting evidence-based 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 plus stressors affecting family units, it is no surprise that “Know Your School” portal shows that our target school, Oakcrest Elementary earned a school grade of “C” for 2024.2025. Oakcrest Elementary has one or more subgroups with a Federal Index below 41% and has been identified for Additional Targeted Support and Improvement (ATSI). C.A. Weis Elementary earned a school grade of “C” for 2024.2025. C.A. Weis Elementary school has a Federal Index below 41% in the same subgroup(Students with Disabilities) for six consecutive years and has been identified for Comprehensive Support and Improvement (CSI).

Just 22% of students at Oakcrest and 34 % of 3rd grade students at C.A. Weis 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 and C.A. Weis Elementary School, have been identified for support 2024 – 2025. As Title I schools, this need for support for both schools has been identified years prior dating back to 2020-2021 academic year. Oakcrest and C.A. Weis Elementary Schools have an underperforming subgroup that scored well below the State of Florida average on standardized assessments which contribute to the need for support. This subgroup (with a federal index of more than 10) are noted as Students with Disabilities that possess profound deficiencies. Data shows ethnic minority Students with Disabilities face even greater academic deficiencies. Of the 471 enrolled students at Oakcrest, 89.2% of the youth are economically disadvantaged and account for the Kindergarten to 5th grade population. Oakcrest Elementary School's student population is largely comprised of Hispanic youth (42.7%) and Black/African-American youth (40.3%). Population is also comprised of White youth (9.8%) and Multi-Racial youth (4.5%). 11.7% of the students have disabilities. Some students, 4.7%, attending Oakcrest Elementary School are homeless. The gender breakdown of youth attending the target school is 49% female and 51% male. In turn, of the 506 enrolled students at C.A. Weis, 100% of the youth are economically disadvantaged. 468 students account for the Kindergarten to 5th grade population, data notes 38 Pre-Kindergarten students are enrolled at the target school. C.A. Weis Elementary School's student population is largely comprised of Black/African-American youth (80.2%), White youth (7.5%), Multi-Racial youth (6.5%) and Hispanic youth (5.1%). 22.9% of the students have disabilities. Some students, 7.9%, attending C.A. Weis Elementary School are homeless. The gender breakdown of youth attending the target school is 49.6% female and 50.4% male.

ASSESSMENTS: Achievements

The Assessments - Academic Achievement, Growth, and Participation provides a snapshot of the academic needs of students at Oakcrest Elementary and C.A. Weis Elementary. The assessment for academic achievement denotes three achievement components for the elementary school: English Language Arts, Mathematics and Science. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for all/ total students at Oakcrest indicated that 41.8% scored a Level 1, 31.1% scored a Level 2, 13.8% scored a Level 3, 8.7% scored a Level 4 and 4.6% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for all/ total students at C.A. Weis indicated that 44.1% scored a Level 1, 22.3% scored a Level 2, 21.8% scored a Level 3, 9% scored a Level 4 and 2.7% scored a Level 5.

The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race at Oakcrest for "White" students indicated that 21.4% scored a Level 1, 50% scored a Level 2, 21.4% scored a Level 3, and 7.1% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race "Hispanic" students indicated that 52.6% scored a Level 1, 21.1% scored a Level 2, 5.3% scored a Level 3, 14% scored a Level 4, and 7% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race "Black/African-American" students indicated that 36.5% scored a Level 1, 35.6% scored a Level 2, 19.2% scored a Level 3, 5.8% scored a Level 4, and 2.9% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race "Multi-Racial" students indicated that 30% scored a Level 1, 40% scored a Level 2, 10% scored a Level 3, 10% scored a Level 4, and 10% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race at C.A. Weis for "White" students indicated that 29.4% scored a Level 1, 11.8% scored a Level 2, 23.5% scored a Level 3, 23.5% scored a Level 4 and 11.8% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race "Hispanic" students indicated that there is not enough data for this sub-group. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group by Race "Black/African-American" students indicated that 49.3% scored a Level 1, 24.3% scored a Level 2, 18.4% scored a Level 3, 6.6% scored a Level 4, and 1.3% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group "Homeless" at Oakcrest indicated that there was not enough data available. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group "Homeless" at C.A. Weis indicated that 53.8% scored a Level 1, 23.1% scored a Level 2, 7.7% scored a Level 3, 7.7% scored a Level 4, and 7.7% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group "Students with Disabilities" at Oakcrest indicated that 52% scored a Level 1, 36% scored a Level 2, 8% scored a Level 3 and 4% scored a Level 4. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the underperforming sub-group "Students with Disabilities" at C.A. Weis indicated that 61% scored a Level 1, 22% scored a Level 2, 12.2% scored a Level 3 and 4.9% scored a Level 4. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group

“Economically Disadvantaged” students at Oakcrest indicated that 33.1% scored a Level 1, 36% scored a Level 2, 17.6% scored a Level 3, 18.8% scored a Level 4, and 4.4% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group “Economically Disadvantaged” students at C.A. Weis indicated that 46.2% scored a Level 1, 21.4% scored a Level 2, 22.5% scored a Level 3, 6.9% scored a Level 4, and 2.9% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for the sub-group “English Language Learners” students at Oakcrest indicated that 64.3% scored a Level 1, 17.9% scored a Level 2, 3.6% scored a Level 3, 8.9% scored a Level 4, and 5.4% scored a Level 5. For Oakcrest, there was not enough data for the sub-group: Migrant, Foster or Military Family Students to view the 2024.2025 English Language Arts Assessment Results. For C.A. Weis, there was not enough data for the sub-group: “by race” Hispanic or Multi-racial, English Language Learners, Migrant, Foster or Military Family Students to view the 2024.2025 English Language Arts Assessment Results.

When reviewing data from the subgroups, there is a substantial gap that exist in performance at Oakcrest when comparing that just 21.4% of White students while 52.6% of Hispanic students scored a Level 1 on English Language Arts Assessment. At C.A. Weis, 29.4% of White students while 49.3% of Black/African-American students scored a Level 1 on English Language Arts Assessment. In turn, when reviewing the C.A. Weis assessments scored at Level 5, data noted percentages of 11.8% for White students and 1.3% for Black/African-American students. Student with Disabilities Level 1 outcomes represents the largest deficit in the English Language Arts Assessments, with both school noting more than 50% of this subgroup earning scores that are deemed inadequate.

The 2024.2025 Mathematics Assessment Results by Achievement Levels for all/ total students at Oakcrest indicated that 27.4% scored a Level 1, 18.3% scored a Level 2, 22.8% scored a Level 3, 22.3% scored a Level 4 and 9.1% scored a Level 5. The 2024.2025 English Language Arts Assessment Results by Achievement Levels for all/ total students at C.A. Weis indicated that 36.2% scored a Level 1, 28.7% scored a Level 2, 19.7% scored a Level 3, 13.8% scored a Level 4 and 1.6% scored a Level 5.

The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race at Oakcrest for “White” students indicated that 14.3% scored a Level 1, 28.6% scored a Level 2, 21.4% scored a Level 3, 28.6% scored a Level 4 and 7.1% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race “Hispanic” students indicated that 31.6% scored a Level 1, 15.8% scored a Level 2, 21.1% scored a Level 3, 19.3% scored a Level 4, and 12.3% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race “Black/African-American” students indicated that 27.6% scored a Level 1, 20% scored a Level 2, 22.9% scored a Level 3, 22.9% scored a Level 4, and 6.7% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race “Multi-Racial” students indicated that 20% scored a Level 1, 20% scored a Level 2, 20% scored a Level 3, 20% scored a Level 4, and 20% scored a Level 5. The 2024.2025 Mathematics Assessment

Results by Achievement Levels for the sub-group by Race at C.A. Weis for “White” students indicated that 29.4% scored a Level 1, 29.4% scored a Level 2, 11.8% scored a Level 3, and 29.4% scored a Level 4. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race “Hispanic” students indicated that there is not enough data for this sub-group. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group by Race “Black/African-American” students indicated that 38.8% scored a Level 1, 27.6% scored a Level 2, 27.7% scored a Level 3, 10.5% scored a Level 4, and 1.3% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group “Homeless” at Oakcrest indicated that there was not enough data available. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group “Homeless” at C.A. Weis indicated that 38.5% scored a Level 1, 38.5% scored a Level 2, 7.7% scored a Level 3, 7.7% scored a Level 4, and 7.7% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group “Students with Disabilities” at Oakcrest indicated that 57.7% scored a Level 1, 7.7% scored a Level 2, 19.2% scored a Level 3, 11.5% scored a Level 4 and 3.8% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the underperforming sub-group “Students with Disabilities” at C.A. Weis indicated that 41.5% scored a Level 1, 31.7% scored a Level 2, 17.1% scored a Level 3 and 9.8% scored a Level 4. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group “Economically Disadvantaged” students at Oakcrest indicated that 24.8% scored a Level 1, 19% scored a Level 2, 22.6% scored a Level 3, 24.8% scored a Level 4 and 8.8% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group “Economically Disadvantaged” students at C.A. Weis indicated that 38.7% scored a Level 1, 29.5% scored a Level 2, 17.9% scored a Level 3, 12.7% scored a Level 4, and 1.2% scored a Level 5. The 2024.2025 Mathematics Assessment Results by Achievement Levels for the sub-group “English Language Learners” students at Oakcrest indicated that 32.1% scored a Level 1, 17.9% scored a Level 2, 23.2% scored a Level 3, 16.1% scored a Level 4, and 10.7% scored a Level 5. For Oakcrest, there was not enough data for the sub-group: Migrant, Foster or Military Family Students to view the 2024.2025 Mathematics Assessment Results. For C.A. Weis, there was not enough data for the sub-group: “by race” Hispanic or Multi-racial, English Language Learners, Migrant, Foster or Military Family Students to view the 2024.2025 Mathematics Assessment Results.

The subgroup Students with Disabilities at C.A. Weis, had no students who earned a score on Level 5 on Mathematics Assessments. Student with Disabilities Level 1 outcomes represents the largest deficit in the Mathematics Assessments. The majority of the Oakcrest students, more than 50%, in this subgroup earning scores that are deemed inadequate.

The 2024.2025 Science Assessment Results by Achievement Levels for all/ total students at Oakcrest indicated that 23.4% scored a Level 1, 39.1% scored a Level 2, 18.8% scored a Level 3, 7.8% scored a Level 4 and 10.9% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for all/ total students at C.A. Weis indicated that 29.4% scored a Level 1, 27.5% scored a Level 2, 23.5% scored a Level 3, 15.7% scored a Level 4 and 3.9% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the

sub-group by Race at Oakcrest for “White” students indicated that there is not enough data for this sub-group. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group by Race “Hispanic” students indicated that 31.8% scored a Level 1, 36.4% scored a Level 2, 9.1% scored a Level 3, 4.5% scored a Level 4, and 18.2% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group by Race “Black/African-American” students indicated that 19.4% scored a Level 1, 35.5% scored a Level 2, 29% scored a Level 3, 12.9% scored a Level 4, and 3.2% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group by Race at C.A. Weis for “White” students indicated that 29.4% scored a Level 1, 29.4% scored a Level 2, 11.8% scored a Level 3, and 29.4% scored a Level 4. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group by Race “Hispanic” students indicated that there is not enough data for this sub-group. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group by Race “Black/African-American” students indicated that 38.8% scored a Level 1, 27.6% scored a Level 2, 27.7% scored a Level 3, 10.5% scored a Level 4, and 1.3% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group “Economically Disadvantaged” students at Oakcrest indicated that 13.3% scored a Level 1, 42.2% scored a Level 2, 24.4% scored a Level 3, 8.9% scored a Level 4 and 11.1% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group “Economically Disadvantaged” students at C.A. Weis indicated that 29.8% scored a Level 1, 27.7% scored a Level 2, 21.3% scored a Level 3, 17% scored a Level 4, and 4.3% scored a Level 5. The 2024.2025 Science Assessment Results by Achievement Levels for the sub-group “English Language Learners” students at Oakcrest indicated that 38.1% scored a Level 1, 33.3% scored a Level 2, 9.5% scored a Level 3, 4.8% scored a Level 4, and 14.3% scored a Level 5. For Oakcrest, there was not enough data for the sub-group: “by race” White, Multi-racial or Hispanic; Migrant, Homeless, Students with Disabilities, Foster or Military Family Students to view the 2024.2025 Science Assessment Results. For C.A. Weis, there was not enough data for the sub-group: “by race” White, Hispanic or Multi-racial; English Language Learners, Homeless, Students with Disabilities, Migrant, Foster or Military Family Students to view the 2024.2025 Science Assessment Results. A gap in Science Assessment results is displayed with less than 5% of Hispanic and Black/African-American students attending C.A. Weis earning a score at Level 5. No White students from C.A. Weis earned a Level 5 on this assessment. In turn, just 3.2% of Black/African-American students from Oakcrest earned a Level 5.

ASSESSMENTS: Growth (Learning Gains)The portal is missing some gains for 1 or more levels of data for Oakcrest and C.A. Weis Elementary. In accordance with Section (s.) 1008.34(7), Florida Statutes(F.S.) the 2022-2023 school and district grades serve as an informational baseline for schools and districts to work toward improved performance in future years. Learning gains components are not included in the 2022-2023 informational baseline school and district grades. When learning gains became available in the 2023-2024 year, the State Board of Education reviewed and set the school grading scale.

Portal illustrates learning gains as well as learning gains for the lowest performing 25% of students in English

Language Arts and Mathematics. At the Oakcrest Elementary, in 2024.2025 assessments note, 57.9% of total students made academic gains in English Language Arts. 77.1% of the lowest performing 25% of the total number of students made gains. 55.6% of students in the “Black/African American” subgroup by race made academic gains in English Language Arts. 55.6% of students in the “Hispanic” subgroup by race made academic gains in English Language Arts. 70% of students from the of the lowest performing 25% of students in the “Hispanic” subgroup made academic gains in English Language Arts. 59.9% of students in the “Economically Disadvantaged” subgroup made academic gains in English Language Arts. 69.2% of students from the of the lowest performing 25% of students in the “Economically Disadvantaged” subgroup made academic gains in English Language Arts. 63.2% of students in the “Students with Disabilities” subgroup made academic gains in English Language Arts. 55.4% of students in the “English Language Learners” subgroup made academic gains in English Language Arts. 70.8% of students from the of the lowest performing 25% of students in the “English Language Learners” subgroup made academic gains in English Language Arts. Due to small numbers, data is suppressed for the other underperforming subgroups. At the C.A. Weis Elementary, in 2024.2025 assessments note, 48.4% of total students made academic gains in English Language Arts. 62.5% of the lowest performing 25% of the total number of students made gains. 44.3% of students in the “Black/African American” subgroup by race made academic gains in English Language Arts. 57.1% of students from the of the lowest performing 25% of students in the “Black/African American” subgroup made academic gains in English Language Arts. 64.3% of students in the “White” subgroup by race made academic gains in English Language Arts. 46.5% of students in the “Economically Disadvantaged” subgroup made academic gains in English Language Arts. 60% of students from the of the lowest performing 25% of students in the “Economically Disadvantaged” subgroup made academic gains in English Language Arts. 48.3% of students in the “Students with Disabilities” subgroup made academic gains in English Language Arts. 66.7% of students from the of the lowest performing 25% of students in the “Students with Disabilities” subgroup made academic gains in English Language Arts. Due to small numbers, data is suppressed for the other underperforming subgroups.

Portal illustrates learning gains as well as learning gains for the lowest performing 25% of students in Mathematics and Mathematics. At the Oakcrest Elementary, in 2024.2025 assessments note, 70% of total students made academic gains in Mathematics. 62.9% of the lowest performing 25% of the total number of students made gains. 61.9% of students in the “Black/African American” subgroup by race made academic gains in Mathematics. 45.5% of students from the of the lowest performing 25% of students in the “Black/African American” subgroup made academic gains in Mathematics. 74.1% of students in the “Hispanic” subgroup by race made academic gains in Mathematics. 64.7% of students from the of the lowest performing 25% of students in the “Hispanic” subgroup made academic gains in Mathematics. 69% of students in the “Economically Disadvantaged” subgroup made academic gains in Mathematics. 60% of students from the of the lowest performing 25% of students in the “Economically Disadvantaged” subgroup made academic gains in Mathematics. 52.6% of students in the “Students with Disabilities” subgroup made academic gains in Mathematics. 41.7% of students from the of the lowest

performing 25% of students in the “Students with Disabilities” subgroup made academic gains in Mathematics. 76.8% of students in the “English Language Learners” subgroup made academic gains in Mathematics. 73.7% of students from the of the lowest performing 25% of students in the “English Language Learners” subgroup made academic gains in Mathematics. Due to small numbers, data is suppressed for the other underperforming subgroups. At the C.A. Weis Elementary, in 2024.2025 assessments note, 46% of total students made academic gains in Mathematics. 51.5% of the lowest performing 25% of the total number of students made gains. 44.3% of students in the “Black/African American” subgroup by race made academic gains in Mathematics. 53.6% of students from the of the lowest performing 25% of students in the “Black/African American” subgroup made academic gains in Mathematics. 50% of students in the “White” subgroup by race made academic gains in Mathematics. 42.1% of students in the “Economically Disadvantaged” subgroup made academic gains in Mathematics. 46.7% of students from the of the lowest performing 25% of students in the “Economically Disadvantaged” subgroup made academic gains in Mathematics. 44.8% of students in the “Students with Disabilities” subgroup made academic gains in Mathematics. 58.3% of students from the of the lowest performing 25% of students in the “Students with Disabilities” subgroup made academic gains in Mathematics. Due to small numbers, data is suppressed for the other underperforming subgroups.

ASSESSMENTS: Participation

98.7% of all students at Oakcrest and 99.1% of all students at C.A. Weis completed all 2024.2025 state assessments. The number of students who participated in the assessments vary by subject area. 98.5% of all students at Oakcrest and 99% of all students at C.A. Weis completed the English Language Arts Assessment. 98.9% of all students at Oakcrest and 99% of all students at C.A. Weis completed the Mathematics Assessment. 98.8% of all students at Oakcrest and 100% of all students at C.A. Weis completed the Science Assessment.

ASSESSMENTS: Participation Alternate Assessment

A small percentage of all students at Oakcrest and C.A. Weis completed Alternate State Assessments. The number of students who participated in the Alternate Assessments vary by subject area. 0.4% of all students at Oakcrest and 3.5% of all students at C.A. Weis completed the Alternate Assessment for English Language Arts. 0.8% of all students at Oakcrest and 3.5% of all students at C.A. Weis completed the Alternate Assessment for Mathematics. 1.2% of all students at Oakcrest and 8.9% of all students at C.A. Weis completed the Alternate Assessment for Science.

ASSESSMENTS: Acceleration

The middle school acceleration component does not apply to the target school because Oakcrest and C.A. Weis Elementary does not serve students in middle school. Target school only serves students Pre-K to 5th grade or Kindergarten 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

The number of students facing disciplinary action who are apart of specific racial/ethnic sub-groups varies greatly. The largest racial group being disciplined at both target schools is the “Black/African American” subgroup. 43.9% of “Black/African American” students at Oakcrest and 77.9% of “Black/African American” students at C.A. Weis faced disciplinary action. 9.6% of “White” students at Oakcrest and 8.7% of “White” students at C.A. Weis faced disciplinary action. 39.4% of “Hispanic” students at Oakcrest and 5.1% of “Hispanic” students at C.A. Weis faced disciplinary action. 56.8% of “Black/African American” students at Oakcrest and 87.5% of “Black/African American” students at C.A. Weis faced one out of school suspension. 16.2% of “White” students at Oakcrest and 6.3% of “White” students at C.A. Weis faced one out of school suspension. 21.6% of “Hispanic” students at C.A. Weis faced one out of school suspension. 78.6% of “Black/African American” students at Oakcrest and 90% of “Black/African American” students at C.A. Weis faced more than one out of school suspension. 7.1% of “White” students at Oakcrest faced more than one out of school suspension. 7.1% of “Hispanic” students at C.A. Weis faced one more than out of school suspension. 9.4% of the Oakcrest students and 17.7% of the C.A. Weis students from the “Students with Disabilities” subgroup faced disciplinary action. 24.3% of the Oakcrest students and 31.3% of the C.A. Weis students from the “Students with Disabilities” subgroup faced one out of school suspension. 32.1% of the Oakcrest students and 30% of the C.A. Weis students from the “Students with Disabilities” subgroup faced more than one out of school suspension. 35.6% of the Oakcrest students from the “English Language Learners” subgroup faced disciplinary action. 10.8% of the Oakcrest students from the “English Language Learners” subgroup faced one out of school suspension. 3.6% of the Oakcrest students from the “English Language Learners” subgroup faced more than one out of school suspension. Neither target school had students in 2024.2025 that faced in-school suspension or expulsions without educational services. There have been some incidents of violence at target schools. At Oakcrest, there was 1 Incident of a physical attack or fight without a weapon. At C.A. Weis, there was 1 Incident of a threats of physical attack without a weapon. Additionally at C.A. Weis, 1 Black/African-American student was referred to a Law Enforcement Agency, however, no arrest were made.

ASSESSMENTS: Attendance/Chronic Absenteeism

Poor attendance is an issue at the target school for several subgroups. Data indicated that at Oakcrest, 54.1% of the students in the subgroup by race “Black/African-American” had significant or Chronic absenteeism. 32.9% of the students in the subgroup by race “Hispanic” had chronic absenteeism. 6.1% of the students in the “White” subgroup by race demonstrated chronic absenteeism. Data from C.A. Weis noted, 80.6% of the students in the subgroup by race “Black/African-American” had significant or Chronic absenteeism. 5.5% of the students in the subgroup by race “Hispanic” had chronic absenteeism. 7.6% of the students in the “White” subgroup by race demonstrated chronic absenteeism. The majority of chronic absenteeism occurring at both target schools involve students who are Black/African-American. 12.6% of students at Oakcrest who are a part of the “Students with

Disabilities” subgroup have issues with chronic absenteeism. 14.3% of students at C. A. Weis who are a part of the “Students with Disabilities” subgroup have issues with chronic absenteeism. 27.7% of students at Oakcrest who are a part of the “English Language Learners” subgroup have issues with chronic absenteeism.

ASSESSMENTS: Graduation and Postsecondary

There are no graduation rates to review because the target schools are Elementary Schools. 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 these target schools, they do 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 % poverty⁹. Our target schools falls within the 32505 zip code, where according to the US Census Bureau, 10.4% of the population live below the poverty level⁸. Of the 471 students at our Oakcrest Elementary School, 89.2% are eligible for free lunch. Of the 506 students at our C.A. Weis Elementary school, 100% are eligible for free lunch. This 100% is due to the students 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 Oakcrest is 62% and 64% for C.A. Weis. This percentage 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 Programs⁷. 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 foods⁶. 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 them². According to Census data, there are 35.2% of households that have never been married⁹. In Escambia County, 51.5% of households are led by single parents⁹. 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 children⁵. 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 households².

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 degree⁹. 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 Florida⁹. The 2024.2025 high school graduation rate in Escambia County is 89.5% which falls below the state average of 92.24. There is a substantial gap in household role models for students at Oakcrest and C.A. Weis 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. A 21st CCLC will provide students with safe, healthy learning programs, 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 also critical to a student's success. Studies note, when students are enrolled in a program that encouraged adult support, students from low socio-economic groups reported higher levels of effort towards academics¹. 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, education and 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 reduce the potential for summer learning loss. To explore student needs, BGCEC connected with the Escambia County School District Administration as well as the Administration at the target schools. It is these in-depth conversations with District Administration and the Principals from our target schools, self-reporting from students and parents, surveys from program team, reports at community meetings, school grade reports plus a review of the Escambia Children's Trust Needs Assessment, a review of the 2025.2026 school-wide improvement plan and socio-economic factors of the students at Oakcrest and C.A. Weis Elementary that pressed BGCEC to identify the need for an expansion of the existing afterschool and summer programs targeting Oakcrest and C.A. Weis Elementary school students 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 21stCCLC program will also reduce the food insecurity barrier many students at the target school face by providing snacks and meals to students during the out-of-school time at no cost. The Club partners with Feeding the Gulf Coast which provides USDA sponsored snacks/meals at no cost to the organization.

An analysis of data gathered from the community at-large, parents of student attending Boys & Girls Club sites, students attending Boys & Girls Clubs, students not enrolled in afterschool programs, public school teachers, corporate partners, government officials, non-profit leaders and school administrators provided a host of insight into the needs of students and their families. Feedback noted that in general, most parents had no idea where to locate an afterschool or summer program and few could afford some cost associated with their child attending a high quality afterschool or summer program. In turn, the majority of the assessed community 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. Both target school principals indicated that literacy education and an improvement in Mathematics 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. 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.

BGCEC's 21st CLCC program will strengthen families in our targeted school through family enrichment activities: Family Nights. These activities will increase a parents or Adult Family Member's participation in their child's academic path, increase attention to behavioral needs of the student as well as improve access to Adult resources. There are a host of needs that parents have disclosed with BGCEC staff. 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, focused on specific topics. Family engagement activities (Family Night) will be scheduled virtually and in-person to accommodate various work schedules, adult family member availability, increase the pool of event facilitators and increase family member involvement. There will be no cost for adults and family members to participate in the engagement events.

A quality out-of-school time program that BGCEC provides, compliments, but does not duplicate regular school day instruction. This is accomplished by including developmentally appropriate academic support and enrichment activities that compliment 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. Boys & Girls Clubs of the Emerald Coast (BGCEC) 21st CLCC proposed 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), <https://edudata.fldoe.org/ReportCards/Schools.html?school=0391&district=17>; <https://edudata.fldoe.org/ReportCards/Schools.html?school=0572&district=17>
4. Florida Department of Education, Florida's High School Cohort 2024-2025 Graduation Rate, <https://www.fldoe.org/file/7584/GradRates2425.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 Research and Action Center, Community Eligibility (CEP)Database, <https://frac.org/research/resource-library/community-eligibility-cep-database/>

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>

Section 4. Community Notice/Dissemination of Information (5 points)

Instructions

In the text box, describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program. Describe how the program will engage the adult family members of the students attending the program.

Refer to the RFP for more information.

BGCEC informed the school, district, community and eligible private schools of its intent to apply for 2026-2027 21st CCLC RFP through written and electronic notice. Verbal and Written "Notice of Intent" was given to the C.A. Weis Elementary School Principal on 3.31.2026. Verbal and Written "Notice of Intent" was given to the Oakcrest Elementary School Principal on 3.31.2026. Verbal "Notice of Intent" was given to the Superintendent, Deputy Superintendent and the Assistant Superintendent of Escambia County Public Schools at a meeting between the School District and BGCEC on 4.4.2026. Written "Notice of Intent" was given to Superintendent, Deputy Superintendent and the Assistant Superintendent of Escambia County Public Schools on 3.31.2026. "Notice of Intent to Apply" was also posted at community centers, shared during community meetings, via certified letters, shared during site visits at Oakcrest and C.A. Weis Club, on the organizational website(posted 4.3.2026) and through collaborative efforts with relevant agencies (i.e. Escambia Children's Trust) in the weeks prior to application submittal. The VP of Financial Advancement has been established as the point of contact for additional information/or questions and concerns regarding the application submittal. Additionally, the VP of Financial Advancement sought to consult with private school entities, school district and target school administrators to obtain and include evidence-based practices to better serve students within the proposal. Private Schools, in the area surrounding the Target Schools, were contacted via certified mail. No letters that were mailed received a response indicating any Private Schools choice to consult with VP of Financial Advancement prior to application submittal. Boys & Girls Clubs will continue to send updates to private schools through-out program duration to provide fair, equal opportunities for Private School staff, students and their Adult Family Members to participate. BGCEC has an established organizational website and social media platforms. Use of multiple manners of communication increases the accessibility and grasp of the 21st CCLC program. On the 21st CCLC webpage located on the BGCEC website, program information can be found to include the existing, Pensacola Club and Montclair Club, 21st CCLC programs. The posted details are comprised of the Nita M. Lowey 21st CCLC Logo, a

program summary, location, hours of operation, contact information, monthly calendar, parent handbook(Afterschool 2023.2024 and Summer 2024), previous grant narratives, flyers (Afterschool 2025.2026) as well as the 2024.2025 Summative Evaluation Report (SER.) The posted SER actively provides for a means to inform the community of promising practices and data based success the current 21st CCLC program has in place and intends to put in place in the upcoming academic year to ensure continuous quality improvement. BGCEC will use it's multiple social media platforms, as-needed, to disseminate 21st CCLC program information to the community such as program operations, program flyers, share emergency facility closures and special 21stCCLC activity updates. BGCEC will also use its universal data management software "MyClubHub" to share information with the community-at-large and Adult Family Members regarding 21st CCLC programs and activities. MyClubHub software formulates and distributes mass e-mails and group text messages to cellular devices. It also allows for the mass electronic notification on a one-time basis or regularly due to a scheduled timeline. Following submittal, the proposal will be available to the community via a variety of methods. The application will be made available at the upcoming Oakcrest Club, Warrington Club and Pensacola Club parent orientation information session and Family Night activity(Adult Family Member Service Activity.) Upon request, BGCEC will also make the proposal available and share the document electronically via e-mail (via Microsoft Word or Adobe PDF document) or as a hardcopy. Upon submission, the complete 2026-2027, 21st CCLC proposal will be posted on BGCEC's website (www.emeraldcoastBGC.org) on a webpage specific to 21st CCLC programming. There are 2 persons designated to manage the BGCEC website and social media postings related to 21st CCLC: VP of Creative Development(BGCEC) and President/Chief Creative Officer (Frances Roy Marketing and Advertising Agency). Within 30 days of the official announcement of securing funding for 2026-2027 program, additional information related to program implementation will be sent to one of the webmasters to add to BGCEC's existing 21st CCLC program page. Information will relate to the establishment of the Oakcrest Club and Pensacola Club 21st CCLC program. It will also include the Nita M. Lowey 21st CCLC Logo plus a program summary, location, hours of operation, contact information, monthly calendar, parent handbook, grant narrative, flyers & target school name. Monthly, the VP of Financial Advancement will review the webpage and provide updates as needed to the webmaster. BGCEC will disseminate information about the program to the community in an understandable and accessible manner. BGCEC will utilize program flyers, e-mail, verbal notice, certified mail, first-class mail, community meetings, community outreach events, mass e-mail or text message via MyClubHub, organizational website and social media platforms to share program information. Use of multiple manners of communication increases the accessibility and grasp of the 21st CCLC program. The communication variation is also appropriate for the community being served by the 21st CCLC program. The majority of the community being served is connected to and familiar with the internet, has an e-mail address, is knowledgeable about the use of digital tools to monitor a students' academic career (all Escambia County Public School Students and Adult Family Members use the school software: FOCUS), possess a cellular device or tablet or reside at a location where they can receive standard mail.

Adult Family Members will also be engaged and receive services through the program. Parents and caregivers will

be highly encouraged to get involved and attend each scheduled “Family Night” activity, at no cost. Family Night activities are 1-2 hour lecture style or hands-on learning sessions that occur at night, during the week, after the conclusion of the 21st CCLC program day. Summer Family Night activities may be scheduled on the week-ends. Family Nights may occur in-person at the Club site or on-line via the ZOOM platform. Participating Adult Family Members will be targeted due to their relationship to participating students at the target school and surrounding Private Schools. Participation in Family Night activities will be noted by sign-in sheets or attendance records. Family Night activities will be centered on strengthening the family unit or strategies to increase student achievement. Activities will be led by instructors and field experts. At the beginning of the academic year, 21st CCLC site coordinator will survey Adult Family Members to determine their needs and interest related to topics they desire to explore during “Family Night.” Those survey results coupled with topics pertinent to the community being served by this 21st CCLC program will ensure active engagement by Adult Family Members. Monthly, a minimum of eight (8) times per year, Adult Family Members will have the opportunity to get involved and participate in activities focused on topics such as improving student literacy, cyber-safety in the home, test-taking strategies, healthy parenting, financial literacy, mental health and wellness. Periodically, Family Night will be coupled with special student project presentations and/or Performing Arts program presentations. A range of Family Night topics will encourage Adult participants to learn to become engaged in their own child's learning through simple activities like creating flashcards, learning through play, active listening/talking to their student and reading to their children. BGCEC will utilize program flyers, e-mail, verbal notice, first-class mail, community meetings, community outreach events, mass e-mail or text message via MyClubHub to share information related to Adult Family Member Services activities. Use of multiple manners of communication increases the chances that Adult Family Members will be fully aware of the scheduled 21st CCLC program activities.

Section 5. Partnerships and Collaboration (10 points)

Instructions

In the text box, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify each partner and describe their tangible contribution to the program.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

Refer to the RFP for more information.

Through BGCEC's continuous quality improvement process, reviews of student needs assessments in Escambia County, input from community leaders, 21st CCLC program team, parents, certified teachers, school district administration plus public and private school administrators, partnerships were developed 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 a 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 School District, Escambia County Government, Feeding the Gulf Coast, Oakcrest & C.A. Weis Elementary Schools, along with Starpoint Screening. Boys & Girls Clubs of the Emerald Coast will provide the following for the duration of this project: Volunteers to support program implementation and services to the 21st CCLC program, 2 Mental Health Counselors (Independent Contractor, at no cost to 21st CCLC) to provide one on one counseling

and group counseling services to participating students at no cost to 21st CCLC program; 9 paid staff (i.e. CEO, VP of Operations, Finance Director, Finance Assistant, Director of Operations, VP of Mission Impact, VP of Creative Development, VP of Human Resources and a Human Resources Assistant) that provide services and develop resources to the program without cost to the 21st CCLC program budget; 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, for any trainings not hosted/facilitated by 21st CCLC governing entity.) 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/Escambia County Public Schools (ECSD) will assist in the student participant recruitment process, facilitate/enforce district-wide data-sharing agreement, assist with program information dissemination 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 & C.A. Weis Elementary Schools will be critical factors in the partnership to implement 21st Community Learning Center programs with 60 students in grades K-5th, who attend Oakcrest Elementary School and 40 students in grades K-5th, who attend C.A. Weis Elementary School. Oakcrest Elementary School will provide safe, comfortable spaces for 21st CCLC programming and activities to occur afterschool and in the summer months at no cost to BGCEC. Oakcrest & C.A. Weis Elementary Schools' faculty will assist in the student participant recruitment process by sharing program information with families who have students attending Oakcrest & C.A. Weis Elementary Schools. Upon written parent/guardian approval, schools will release confidential student information for program and evaluation purposes. Data shared would include: Report Cards, Progress Reports, Attendance Records, Behavior Records and Statewide Evaluation Data/Results. StarPoint Screening company will work with BGCEC's VP of Human Resources to provide all initial pre-employment/background 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.

Boys & Girls Clubs of the Emerald Coast compliments the regular school day and employs various strategies to continue meaningful collaboration. A review of Oakcrest & C.A. Weis Elementary Schools' Improvement Plan, input from community leaders, 21st CCLC program team, parents, certified teachers, school district administration plus public and private school administrators aids in the determination of methods needed to ensure productive collaboration. BGCEC Project Based Learning Plans will be directly aligned with School District Pacing Guides, and the State of Florida's Standards in Reading, Math and Science. BGCEC will implement activities that align with

school-day learning through intentional planning and on-going communication between school-day and 21st CCLC program staff. There are multiple forms of communication between the school-day staff, afterschool program staff and Adult Family Members (Private and Public school students) that will be planned and regularly scheduled.

Through-out the academic year and summer months, program information and flyers announcing upcoming 21st CCLC program activities will be disseminated, at target school and surrounding Private Schools, 4-6 weeks prior to and through-out the first 30 days of school. Club Site administrators will conduct presentations at school orientation and will participate in quarterly outreach/learning activities in areas serving students attending Oakcrest & C.A. Weis Elementary Schools. Information detailing 21st CCLC resources for students, staff and Adult Family Members attending Private Schools will be regularly distributed via flyers, First Class mail, meetings with Private School Administration and certified mail. Boys & Girls Clubs will send updates and invitations to participate to private schools through-out the duration of the project.

Upon award, the 21st CCLC Site Coordinator will facilitate regular communication and scheduled meetings between the school day and after school program. Through guidelines set forth in a Memorandum of Understanding, target outreach and constant communication with the school, the partnership will provide improved, clear and formal understandings of each party's role to share information as needed regarding individual students, provide the appropriate approval and backing to share confidential information, ease data collection plus ensure improvements and informed management of our 21st CCLC program. Most importantly the partnership and parental consent will allow for access to student records regarding factors that influence the students' educational and behavioral successes and challenges. The 21st CCLC Site Coordinator will meet at least 1 time per month in-person with Oakcrest & C.A. Weis Elementary School administrators (Principal, Assistant Principal and/or Curriculum Coordinator). By the 15th of every month, the 21st CCLC Site Coordinator will schedule the in-person meeting for the upcoming month. Monthly meetings will be used to share program updates, available resources, upcoming Student and Family engagement opportunities at Oakcrest & C.A. Weis Elementary plus ways Boys & Girls Clubs can better serve the students. The 21st CCLC Site Coordinator will also e-mail the Assistant Principal bi-weekly to perform a "pulse check" of needs of the students/school/school day teachers. Additional e-mails, meetings, phone calls regarding the school day along with those involving private school students will also be conducted and tracked. Correspondence tracking sheets will be used to illustrate active collaboration through-out the school year.

Certified Teachers from the regular school day provide instruction in the afternoon. The instructor will work with students (1:10 ratio) on academic activities. Teachers can provide input on the effectiveness of the program based on changes they see when comparing the student data (baseline, mid-year, and post-test). Student data will also be compared to identify trends and effectiveness of the program. Report cards will be reviewed every nine weeks to measure student gains. Certified Teachers employed in the afterschool program as well as Youth Development Program staff will communicate and participate in professional learning communities that support student

achievement, teacher development, best practices and review student work together.

BGCEC will combine a diverse pool of funding sources to include federal, state and local funds to guarantee program effectiveness and sustainability. Through well-defined fiscal policies and procedures the 21st CCLC program Administrators at BGCEC will allocate funding, coordinate purchasing and program activities, record spending separately, secure small attractive items and inventory items over the 21st CCLC threshold. BGCEC's Financial Management System aims to provide:

- Accurate, current and complete disclosure of the financial results of grant activities, made in accordance with all financial reporting requirements of all grant funds.
- Accounting records that adequately identify the source and application of grant funds.
- Effective internal control for grant funds, property and other assets.
- Budget controls that demonstrate comparison of program expenditures with approved grant budget amounts.
- Allowable costs determined by applicable grant funder cost principles, program regulations and the terms of the grant.
- Accounting records supported by such documentation as cancelled checks, invoices, payroll records, time and attendance records, contracted services documents and other similar documents.

BGCEC has internal controls over the financial management of 21st CCLC funds to ensure that misstatements, losses, or non-compliance with applicable federal and state laws, rules, regulations, and policies are prevented or detected. Our internal control procedures include:

- Transactions are properly recorded and accounted for to permit the preparation of monthly financial statements and reports, and to maintain accountability over assets.
- Transactions are executed in accordance with laws, regulations and the provisions of the 21st CCLC grant application.
- Proposed purchases are reviewed by an Administrative staff member or Grant Specialist familiar with the approved DOE101S to ensure the expense is compliant with the 21st CCLC grant.
- Tangible Personal Property (equipment) purchased with 21st CCLC grant funds is safeguarded.
- A detailed General Ledger Program Budget is maintained for each 21st CCLC site, which includes function and object codes, transaction date, amount, description, vendor name, invoice or check number.

Expenditures for supplies and materials follow BGCEC's guidelines for 21st CCLC Allowability of Costs.

- Purchase Authorization requests are used for all purchases in the amount above \$249.99
- Invoices are documented and are linked to approved 21st CCLC activities and recorded in the General Ledger.

BGCEC employees whose salaries and wages are paid from 21st CCLC and other funding sources maintain appropriate Personnel Activity Reports (PARs) reflecting amount of time devoted to 21st CCLC programming on a monthly basis. The PARs coincide with one or more pay periods and are signed by the employee and their

immediate supervisor. Timesheets are maintained for all employees working on the 21st CCLC program and include:

- Timesheets indicate start and end time of work period, and/or the number of hours worked daily.
- Timesheets are signed by the employee to certify accuracy of hours worked.
- Timesheets are verified and signed by the direct supervisor.
- Payroll register indicating payroll

BGCEC maintains adequate records of tangible personal property (equipment) purchased with 21st CCLC funds since the inception of the program. The records contain:

- Identification number
- Description of item or items
- Physical location (building name and room number)
- Name of custodian or delegate assigned responsibility for equipment
- Class code
- Name, make, or manufacturer, year and/or model(s), serial number if applicable
- Date acquired
- Cost or value at date of acquisition
- Method of acquisition to include voucher or check number
- Date the item was last physically inventoried and the condition of the item at that date
- Each item is permanently marked with the identification number assigned to establish its identity and ownership by BGCEC and use for 21st CCLC programming.

Section 5a. Partnerships and Collaboration

Instructions

Upload each completed Partners Table attachment that identifies each partner and describes their tangible contribution to the program.

Refer to the RFP for more information

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

Click "Upload a file" to upload completed Partners Table attachment.

[2026-27_PartnersTable_BGCEmeraldCoast.PensacolaandOakcrest Clubs.xlsx](#)

Filename: 2026-27_PartnersTable_BGCEmeraldCoast.PensacolaandOakcrest Clubs.xlsx.xlsx **Size:** 97.7 kB

Section 5b. Partnerships and Collaboration

Instructions

Upload **Letters or Memorandum of Understanding (MOU)** from each partner identifying contributions.

Refer to the RFP for more information

Click "Upload a file" to upload completed Letters or Memorandum of Understanding (MOU).

[Letters or Memorandum of Understanding_BGCEmeraldCoast.PNSandOakcrest.2026.pdf](#)

Filename: Letters or Memorandum of Understanding_BGCEmeraldCoast.PNSandOakcrest.2026.pdf.pdf **Size:** 4.7 MB

Section 6: Target Population, Recruitment and Retention (5 points)

Instructions

Describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day. Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

Refer to the RFP for more information.

The target population for the proposed 21st CCLC program will be situated in Boys & Girls Clubs: Oakcrest Club and the Pensacola Club @ Englewood Community Center. Both sites are located in the City of Pensacola, in Escambia County. Forty (40) students and their Adult Family Members who attend C.A. Weis Elementary School will be targeted to attend the Pensacola Club @ Englewood Community Center. Sixty (60) students and their Adult Family Members who attend Oakcrest Elementary School will be targeted to attend the Oakcrest Club. Proposed programs will serve students in grades Kindergarten-5th.

BGCEC's 21st CCLC program will serve Forty (40) students at the Pensacola Club and Sixty(60) students at the Oakcrest Club during the afterschool and summer program. At Oakcrest Elementary, a Title I school, 89% of the students receive free lunch. At C.A.Weis Elementary, a Title I school, 100% of the students receive free lunch. This is due to the students being enrolled in a USDA – approved Community Eligibility Provision (CEP) school. Statistics show that families in that school zone are extremely low income and are at the most risk of educational failure of any area in Northwest Florida. The students, targeted at Oakcrest & C.A. Weis Elementary will possess 2 or more risk factors that place families at risk of continuing the cycle of educational failure: low household income, single parent household, low academic achievement levels by student(s) or low (household) adult educational attainment. When determining target schools, BGCEC sought to provide academic and personal enrichment services to at risk youth attending underperforming schools. Our target schools serve students with high poverty rates, low academic performance, reside in a large number of single-parent households and with a large number of students being parented by adults that possess educational deficiencies. BGCEC Administration conversed with school administrators, consulted with education partners, 21st CCLC Program Team, Escambia County School District, Know Your School Portal, reviewed school grades, Oakcrest & C.A. Weis's School Improvement Plans, socio-economic data of residents surrounding target school plus student demographics to determine school's needs. This analysis also demonstrated the benefits of targeting Oakcrest & C.A. Weis Elementary Schools' for a 21st CCLC program.

BGCEC's 21st CCLC program will be open to and recruit all elementary students from the target schools 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 schools, teachers, certified teachers for 21st CCLC program and school counselors. 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/learning activities in places serving students at Oakcrest & C.A. Weis Elementary. Program flyer, website and brochures will explain the programs mission and program components. These flyers will be sent home with students at the target schools, placed in lobbies, waiting areas, of supporting local businesses and community organizations, mailed to 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, MyClubHub data management software, BGCEC website 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 a choice to consult with the VP of Financial Advancement prior to proposal submission. However, Boys & Girls Clubs will continue to send updates and invitations to participate to private schools through-out the duration of the project. This will make certain that this 21st CCLC program will provide fair, equal opportunities for Private Schools students staff, teachers and Adult Family Members have the opportunity to participate in 21st CCLC programming. Any student attending Oakcrest or C.A. Weis Elementary may attend the proposed 21st CCLC, including those students with special needs. Boys & Girls Clubs of the Emerald Coast: Oakcrest Club and Pensacola Club will make accommodations as needed for students being served. If and when, school administration or parents/guardian notifies Boys & Girls Clubs of the students plan (IEP or 504), the support and accommodation plan will be reviewed. Organization will accommodate English Language Learners (ELLs), Free or Reduced Lunch (FORP), Students with Disabilities (SWD) as required by local, state and federal statutory requirements. BGCEC currently employs several staff who speak multiple languages and can assist with translation for students and their Adult Family Members. BGCEC provides printed letters and flyers in Spanish. The 2 proposed facilities where 21st CCLC program will be hosted is safe and ADA compliant. If special equipment is needed to served a student with special needs, equipment will be acquired by BGCEC and utilized as needed by students and/or their adult family members.

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 and MyFuture digital badges. Upon a student entering the 21st CCLC program, 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 along with concerns and suggestions to ensure students remain engaged. BGCEC will use methods such as phone calls, texts, and group messages/e-mails via MyClubHub 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.

Adult Family Members will also receive services through the program each month. Parents will be highly encouraged to get involved and attend each scheduled "Family Night" activity, at no cost. Family Night activities are 1-2 hour lecture style or hands-on learning sessions that occur at night, during the week, after the conclusion of the 21st CCLC program day. Summer Family Night activities may be scheduled on the week-ends. Family Nights may occur in-person at the Club site or on-line via the ZOOM platform. Participating Adult Family Members will be targeted due to their relationship to participating students at the target school and surrounding Private Schools. Participation in Family Night activities will be noted by sign-in sheets or attendance records. Family Night activities will be centered on strengthening the family unit or strategies to increase student achievement. Activities will be led by instructors and field experts. At the beginning of the academic year, 21st CCLC site coordinator will survey Adult Family Members to determine their needs and interest related to topics they desire to explore during "Family Night." Those survey results coupled with topics pertinent to the community being served by this 21st CCLC program will ensure active engagement by Adult Family Members. Monthly, a minimum of eight (8) times per year at each site, Adult Family Members will have the opportunity to get involved and participate in activities. Family events will be focused on topics such as improving student literacy, cyber-safety in the home, test-taking strategies, healthy parenting, financial literacy, mental health and wellness. Periodically, Family Night will be coupled with special student project presentations and/or Performing Arts program presentations. A range of Family Night topics will encourage Adult participants to learn to become engaged in their own child's learning through simple activities like creating flashcards, learning through play, active listening/talking to their student and reading to their children. BGCEC will utilize program flyers, e-mail, verbal notice, first-class mail, community meetings, community outreach events, mass e-mail or text message via MyClubHub to share information related to Adult Family Member Services activities. Use of multiple manners of communication increases the chances that Adult Family Members will be fully aware of the scheduled 21st CCLC program activities.

Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)

Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Refer to the RFP for more information.

The time and frequency for student participation is implemented to improve the probability that students will consistently engage in this out-of-school time program. Programs begin immediately after the school day ends. Students attending Boys & Girls Clubs 21st CCLC program located inside of an elementary school exit their school day classroom and enter the school cafeteria to get checked-in for attendance verification. Those being transported are safely driven to the program facility immediately afterschool. These academic and enrichment opportunities occur during the entire school year, Monday through Friday, 1:30p.m. to 6:00p.m., 8/12/2026 – 5/25/2027. There will be 178 days of service, 4.5 hours per day which include 1.5 additional hours per day for 2 early release days. This learning opportunity also takes place during the summer months, Monday through Thursday, 8:00a.m. to 1:00p.m., 6/1/2027-7/29/2027. This intentional schedule benefits students by providing access to a high-quality, safe program during the times schools are closed. This intentional schedule benefits participating families by providing a sufficient time frame for adults and caregivers of students to maintain employment. Timeframe of service reduces the barrier of accessing high-quality childcare during the evening after school, during school breaks and during the summer months. Timeframe of service also accounts for adults and care givers of students need to conclude the work day, run errands benefitting the household or attend medical appointments before 6:00p.m.

The scheduled timeframe for Adult Family Member Education activities(Family Night) prioritize the need for adults to have sufficient time to conclude the work day. Times and frequency of activities affords participating adults the ability to have adequate time to commute home, provide dinner, have quality time with the family and prepare students for the following day. Adult Family Member Education Activities will be held in the evenings, no earlier than 5:00p.m. afterschool and during the summer months. Summer months may also offer some activities on Saturday mornings. The activity will be held a minimum of eight (8) times per program year, for at least 1 hour, guided by expert speakers, and be offered in-person and/or virtually. Virtual options eliminate the transportation barrier that some parents may encounter.

Section 7a: Times and Frequency of Service Provision for Students and Adult Family Members

Instructions

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include **up to two (2) sites**.

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

Refer to the RFP for more information.

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

Click [here](#) to download the Sample Schedule Template

Click "Upload a file" to upload Site Profile Worksheet & Sample Schedule

[SiteProfilesWorksheetsansSampleProgramSchedules_AS 2026.2027 and Summer 2027_OakcrestandPNS.pdf](#)

Filename: SiteProfilesWorksheetsansSampleProgramSchedules_AS 2026.2027 and Summer
2027_OakcrestandPNS.pdf.pdf **Size:** 1.3 MB

Section 8: Local Level Program Evaluation (10 points)

Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

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. BGCEC has more than ten years of experience directly evaluating program effectiveness, generating relevant reports, accurately reporting findings and helping its 21st CCLC programs identify strategies that ensure success. The Grant Administrator (VP of Financial Advancement) will evaluate the program by generating relevant spreadsheets and reports, identifying outcomes and reporting results to stakeholders, program staff, advisory board and program team. Grant Administrator will develop assessments and protocols, 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 FDOE approved standards that yield improvements for students and families. BGCEC activity design is personalized to meet student academic needs and enrichment interests outlined in the needs assessment. 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 each month, improvement in student school day attendance, students meeting or exceeding academic standards for Reading and Mathematics and Mathematics on state assessments, decrease of in-school suspensions along with Teacher-reported engagement in learning.

Additionally, BGCEC's 21st CCLC will collect student demographic data, student FLEID numbers along with academic growth in core subjects: Reading/Mathematics, Mathematics, and Science. Further, BGCEC will track the number in school suspensions and referrals a participating student receives each month, note whether a student has special needs and requires accommodations, acquire student's basic health information, student socio-economic status information plus demographic details from Adult Family Members of participating students. 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, Teacher Observation, Rubrics, student

reflections/surveys(solicited annually,) parent surveys (solicited annually and at some Family Night events). Progress will be measured by school progress reports, report card grades and behavior logs (in school suspension and referrals spreadsheets along with logs used to track behavior at the Club level.) Analysis of student report cards every nine weeks will demonstrate growth in core subjects and indicate academic gaps. Reviews of participating student report cards at the conclusion of the academic year, will also allow for the determination of the school day attendance percentage rate. 21st CCLC Certified Teacher feedback and School Day Teachers feedback each nine weeks on report cards and shared during collaboration meetings will allow for the divulging of student progress and needs as a result of program participation. At the end of each academic year, the 21st CCLC program will distribute stakeholder surveys to School Day Teachers for feedback of participating student engagement in learning.

Before each student enters the program, Adult Family Members must complete basic information request for the student and their household which provide BGCEC demographic and statistical data. The 21st CCLC Site Coordinator and Membership Coordinator(administrative staff) provides parents with access to platforms to complete an online application via MyClubHub platform. This on-line platform launched by the organization in March 2024 allows for the student registration process to be entirely electronic with the cloud-based software giving Adult Family Members the chance to access the registration portal from any physical location. During student registration, Adult Family Members also are required to acknowledge and sign consent to share student data. Boys and Girls Clubs of the Emerald Coast has a legal binding MOU with Escambia County School District (Escambia County Public Schools)that allows the organization to collect, review, analyze and share with FDOE. Agreement is for 5 years and in 2022, VP of Financial Advancement worked one-on-one with the school district's legal counsel to develop consent forms for parents, construct a MOU and then have it voted upon and approved by the governing School Board. Consent forms outline that BGCEC will request: Report Cards, Progress Reports, Attendance Records, Behavior Records and Statewide Evaluation Data/Results. The community learning center leadership will adhere to scheduled program activities, use MyClubHub and E-Z Reports as the membership tracking systems to ensure that the proposed number of days and hours of programming are consistent with numbers outlined on the site profile worksheet. Using a computer programming service, 21st CCLC Site Coordinator and Membership Coordinator 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 Coordinator and Membership Coordinator 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, duration student participated in scheduled activities along with indications of active student engagement. Participation in addition to the delivery of program activities will encourage students to apply new skills. Assessments measuring effective program practices will be conducted at the initiation and conclusion of afterschool and summer programs. All participation will be tracked by Site Coordinators and

Membership Coordinator 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. Site Coordinators, VP of Financial Advancement and Membership Coordinator will work together to as-needed to complete monthly, quarterly document request, and annual reports via the data collection system: EZ Reports. After every nine weeks, Grant Administrator, Site Coordinator and Certified Teachers will review progress monitoring reports and grades reports for various purposes: to identify individual students with academic 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, which will be shared in a Summative Evaluation Report, 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, State assessments, data related to student discipline and behavior and grades reports. Findings will be shared with the general public electronically or as a hardcopy (upon request). After Summative Evaluation Report Completion, findings will be published, shared with advisory board/program team and other stakeholders in the community. VP of Financial Advancement and 21st CCLC Site Coordinator will also be available to answer questions, consult or address program concerns. Adult Family Members will participate in Family engagement activities: Family Night. Adult Family Members will be assessed by attendance records and periodic parent surveys (electronic and printed.) Family engagement activity participation, interest and knowledge gained will also be gauged. Data collected from Family Night activities will be used to modify, enhance, eliminate, strengthen and improve the “family engagement” portion of the 21st CCLC program.

Section 9: Authorized Program Activities (15 points)

Instructions

Each program must create and upload 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. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should 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.

Refer to the RFP for more information.

Boys & Girls Clubs of the Emerald Coast (BGCEC) 21st CLCC program at Oakcrest Club and the Pensacola Club will address needs identified in this proposal and provide activities to improve and strengthen student academics and behavior. BGCEC staff and stakeholders have collected data and mapped assets to determine the needs of the Oakcrest Club and the Pensacola Club community learning center. The activities listed below are linked to improving academic skills (especially Mathematics), supporting positive youth development, fostering the development of workforce readiness 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 and staffing structure, at the Pensacola Club will allow the 21st CCLC programs to host students in four groups of ten: Kindergarten to 1st Grade, 2nd Grade to 3rd Grade, 3rd Grade to 4th Grade, 4th Grade to 5th Grade during the academic year. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. During the summer program, the staffing structure will allow 21st CCLC program to host students in five groups of eight- Group 1: Kindergarten to 1st Grade, Group 2: 2nd Grade, Group 3: 3rd Grade, Group 4: 4th Grade and Group 5: 5th Grade. Certified teachers will rotate between groups to ensure site has a 1:8 ratio during all academic activities. This design and staffing structure, at the Oakcrest Club will allow the 21st CCLC programs to host students in four groups of fifteen: Kindergarten to 1st Grade, 2nd Grade to 3rd Grade, 3rd Grade to 4th Grade, 4th Grade to 5th Grade during the academic year. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. During the summer program, the staffing structure will allow 21st CCLC program to host students in five groups of twelve- Group 1: Kindergarten to 1st Grade, Group 2: 2nd Grade, Group 3: 3rd Grade, Group 4: 4th Grade and Group 5: 5th Grade. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities.

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 & VanVoorhis (2001), Morris, Shaw, & Perney, (1990), Leslie (1998), Prenovost (2001)

Activity: Literacy Education Programs ~ Mathematics

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., & Siceloff, 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 ~ Mathematics

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 1 day 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 Dowling (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 that students would want 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 to choose from two(2) art forms: Music or Creative Art 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 1 day 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, string instruments, chorale and quartet to traditional art, abstract, poetry, animation and the photography. 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. Youth Development Program staff will lead the group with a student ratio of 1:20 for Performing Arts or 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 increase 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 Mathematics/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 a week, for 30 min and coupled with Accelerated Reading. 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 1 day a week, 1 hour per day afterschool. Activity will take place 2 days a week, 1 hour per day in the summer. 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, snap circuits, electronics exploration, drone construction, coding skills, audiovisual 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 1 day 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 Mathematics 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 2days per week for 1 hour. 1 certified teacher will lead group with student ratio 1:10. Intervention will implement 3recommendations from the practice guide": Developing Effective Fractions Instruction for Kindergarten Through 8thGrade": 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 Tier1-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 (S.T.E.M.)

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. 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: 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, building resiliency in your child/student and navigating community resources. BGCEC will also use resources during family engagement events found on the website “Resiliency Florida”(<https://www.buildresiliency.org/>) to provide parents with tools to equip students with skills that build resiliency. 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 a minimum of eight (8) times per program 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 Jackson (1994)

Section 9a: Authorized Program Activities

Instructions

Upload a schedule for each program component that includes the Session Name, Start Time, End Time, and the Day of the Week each Session will be offered under the Authorized Program Activity.

Refer to the RFP for more information.

[SampleProgramSchedules_AuthorizedProgramActivities_BGCEmeraldCoast_PNSandOakcrest.pdf](#)

Filename: SampleProgramSchedules_AuthorizedProgramActivities_BGCEmeraldCoast_PNSandOakcrest.pdf.pdf

Size: 1.2 MB

Section 10: Staffing, Volunteers, and Professional Learning (10 points)

Instructions

In the text box provided, 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. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff. If the community learning center is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

Refer to the RFP for more information.

The 21st CCLC program at Pensacola Club and the Oakcrest 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 leadership team composed of a CEO, VP of Human Resources, VP of Financial Advancement (grant management), VP of Club Advancement, VP of Operations, VP of Creative Development, Director of Operations, IT Director, 2 Area Directors, Finance and HR Assistants along with Marketing/Resource Development Consultants. At the Club level, operations are facilitated with the following personnel: Club Directors (8), Program Directors, along with Membership Coordinators (Administrative), Certified Teachers and Youth Development Specialist (Program Staff).

The staffing structure at the Oakcrest Club will be comprised of one Grant Administrator (VP of Financial Advancement), one Area Director, one Club Director, one Site Coordinator, three Certified Teachers, three Youth Development Program Staff persons, one Membership Coordinator, one Finance Professional, one Human Resource Professional. The staffing structure at the Pensacola Club will be comprised of one Grant Administrator (VP of Financial Advancement), one Area Director, one Club Director, one Site Coordinator, two Certified Teachers, two Youth Development Program Staff persons, one Membership Coordinator, one Finance Professional, one Human Resource Professional. The positions that will be hired in the community learning centers are a Grant Administrator, Area Director, Club Director, one Finance Professional and one Human Resource Professional (outlined in indirect cost). The positions that will be hired in the specific community learning center (Oakcrest Club)

are three Certified Teachers, three Youth Development Program Staff persons and one Membership Coordinator. The positions that will be hired in the specific community learning center(Pensacola Club) three Certified Teachers, three Youth Development Program Staff persons and one Membership Coordinator. Grant Administrator (VP of Financial Advancement) will serve as the main contact to interface with the Florida 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 student 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 contacts with private schools to ensure equitable access to 21st CCLC programming. Grant Administrator (Part-time) will oversee and work closely with the Finance Department to ensure correct financial management, purchasing and tracking of grant expenditures. The Area Director (Part-time) will perform duties specifically and solely related to the BGCEC 21st CCLC program- to include oversight of day-to-day program operations, staff supervision, hiring of high-quality staff, planning and facilitating professional development opportunities and assurance of participating BGCEC 21st CCLC student safety. Responsibilities also include ensuring that the 21st CCLC Site Coordinator and Club Director are adhering to terms of their contract and meeting deliverables on-time. Area Director will conduct community outreach to explain 21st CCLC programming and interacts with target school staff, school district, students and families to ensure needs are met, as needed. Recruits stakeholders to serve on advisory board, program team and aid in resource development to support program sustainability. Club Director (Part-time) 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, Area Director and Club Director will work together along with the Resource Development 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 and Club Director 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, Membership Coordinator and Site Coordinator will work together to disseminate program information to participating students and families. Club Director and Site Coordinator will also work together to plan family engagement activities (Family Nights) based on needs outlined by needs assessments, stakeholders, teachers and parent surveys. The Site Coordinator will also provide direct services to students as needed. Financial Advancement

Professional (Part-time) 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 (VP of Human Resources) 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 Teachers (part-time, 10 hours per week) will plan, implement, supervise and evaluate academic activities of the 21st CCLC program. Leading academic activities, Certified Teachers will ensure interventions are completed to yield high improvements for students. All program Teachers will possess a valid teaching certification. Youth Development Specialist (Program Staff, 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. 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. Membership Coordinator will maintain frontline contact with students, families and the general public to provide program information, as needed. They will also collect and store student demographic and household data. Additionally, the Membership Coordinator will work with the Site Coordinator to upload student data and register students in E-Z reports and MyClubHub databases. As the frontline staff, they will vet all persons entering the site hosting the 21st CCLC program. Bus driver will maintain a valid Commercial Drivers License, Class B with a Passenger Endorsement. They will also possess the ability to operate and safely transport program youth from the target school to the Pensacola Club.

Additional time/days in the budget are allocated outside of direct program time for Grant Administrator, Site Coordinator, Club Director, Area Director, Membership Coordinator and Finance Professional to collect and organize data, complete evaluation processes, program plan, plan interventions, plan and host family engagement activities, disseminate program information, host program team or advisory board meetings, attend outreach and recruitment events, complete trainings, report outcomes and complete financial processes necessary for the successful implementation of the 21st CCLC program. All BGCEC staff will be CPR/First Aid and AED Certified, undergo Level II background screening (volunteers also) and drug testing.

In addition, sites will be staffed with Certified Teachers and paired with Youth Development Specialist. This design and staffing structure, at the Pensacola Club will allow the 21st CCLC programs to host students in four groups of

ten: Kindergarten to 1st Grade, 2nd Grade to 3rdGrade, 3rd Grade to 4th Grade, 4th Grade to 5th Grade during the academic year. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. During the summer program, the staffing structure will allow 21st CCLC program to host students in five groups of eight- Group 1: Kindergarten to 1st Grade, Group 2: 2nd Grade, Group 3: 3rd Grade, Group 4: 4th Grade and Group 5: 5th Grade. Certified teachers will rotate between groups to ensure site has a 1:8 ratio during all academic activities. This design and staffing structure, at the Oakcrest Club will allow the 21st CCLC programs to host students in four groups of fifteen: Kindergarten to 1st Grade, 2nd Grade to 3rdGrade, 3rd Grade to 4th Grade, 4th Grade to 5th Grade during the academic year. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities. During the summer program, the staffing structure will allow 21st CCLC program to host students in five groups of twelve- Group 1: Kindergarten to 1st Grade, Group 2: 2nd Grade, Group 3: 3rd Grade, Group 4: 4th Grade and Group 5: 5th Grade. Certified teachers will rotate between groups to ensure site has a 1:10 ratio during all academic activities.

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 have 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. Spillett 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, webinars from National Institute on Out-of-School Time, virtual training from 21st CCLC National Technical Assistance Center and virtual training from MENTOR.

The following list is a quarterly schedule of trainings for the community learning center staff. Staff may choose a minimum of 2 learning opportunities per month (virtual or in-person) out of 8 opportunities made available per quarter. Staff may exceed 2 trainings per month or more than 8 per quarter. Training Dates/Times contingent on availability of expert speakers, facilitators. 2 Senior Leadership staff are also Tier 2 trained through Boys & Girls Clubs of America to facilitate a host of Professional development opportunities aimed at strengthening program quality, family engagement and student academic outcomes. Program Leadership staff will be highly encouraged to engage in additional trainings via conference attendance in addition to 21st CCLC Technical Assistance and Regional Meetings that further support the successful operation of the community learning center. During monthly staff meetings at the Clubs and BGCEC corporate all-staff trainings (occur bi-annually), 21st CCLC staff will have an scheduled opportunity to share strategies, best practices and new information captured when attending Professional development training at conferences, meetings and/or workshops outlined below. Quarter One:

CPR/1st Aid, Mandated Reporter/Duty to Report, Trauma-Informed Approaches, Parent Engagement & Mentoring, Hands On Learning, Family and Caregiver Engagement, Informal Guidance and Discipline Techniques, Guiding Positive Student Behavior; Quarter Two: Facilitating Positive Youth Development, Cultivating Wellness & Resilience: The Power of Hope, Promoting Positive Behavior, Youth Voice, STEM in the Club, Child Safety, Developmental Characteristics of Youth, High Yield Learning Activities. Quarter Three: Advice and Resources for Helping your Mentee with Homework, How to Manage Behavioral Issue with your Mentee, Academic Support in Out-of-School time, De-Escalating Concerning Behavior, Family and Community Involvement, School Partnerships, Implementation, Summer Brain Gain; Quarter Four: Building Blocks of Programming, Helping Mentees to Set and Achieve Goals, Becoming a Leader, Abuse Prevention Refresher, Continuous Quality Improvement, Making the Connection: STEM & Mentoring, My.Future Computer Science, Summer Brain Gain; Quarter Four: Building Blocks of Programming, Helping Mentees to Set and Achieve Goals, Becoming a Leader, Abuse Prevention Refresher, Continuous Quality Improvement, Making the Connection: STEM & Mentoring, My.Future Computer Science, Building Resiliency in Youth

Annual Meetings & Conferences:

*Training costs covered by BGCEC

Boys & Girls Clubs of America: Southeast Regional Conference*

21st Century Community Learning Centers Summer Symposium

21st Century Community Learning Centers Fall Technical Assistance Meeting

21st Century Community Learning Centers Spring Regional Meeting

Florida After School, Inc*

Beyond School Hours*

Volunteers enjoy volunteer experiences such as mentoring, helping with homework, tutoring, assisting with enrichment activities and serving as expert guest speakers. These adult and youth volunteers have valuable knowledge and skillsets regarding careers and hobbies plus provide additional insight to enhance programs and activities in the Clubs. Adults and teen volunteers will support the 21st CCLC program and also serve as additional positive role models to Club youth. All volunteers serving more than 10 hours per month must undergo Level II background screenings, complete volunteer orientation, along with policy and safety trainings prior to the initiation of service at a club site. The VP of Human Resources coordinates and tracks volunteer applications then determines eligibility based on screening completion. When eligible, per BGCEC policy all volunteers must accompany BGCEC staff person when working directly with youth. Additionally, this VP also ensures all volunteers complete and document mandated trainings.

Section 10a: Staffing, Volunteers, and Professional Learning

Instructions

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

Refer to the RFP for more information.

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

[SampleJobDescriptions_BGCEmeraldCoast_Pensacola and Oakcrest.pdf](#)

Filename: SampleJobDescriptions_BGCEmeraldCoast_Pensacola and Oakcrest.pdf.pdf **Size:** 7.1 MB

Section 10b: Staffing, Volunteers, and Professional Learning

Instructions

Upload 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**.

[ScheduleofTrainings_BGCEmeraldCoast.2026.pdf](#)

Filename: ScheduleofTrainings_BGCEmeraldCoast.2026.pdf.pdf **Size:** 1.8 MB

Section 11: Facilities (3 points)

Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment. If the applicant meets this criteria and does not have a license or exemption letter, please upload a plan for the program to be licensed by the July 31, 2026, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Click "Upload a file" to upload a License; Exemption Letter; or Plan to be Licensed

[Exemption_Boys and Girls Club of the Emerald Coast \(8 sites\).pdf](#)

Filename: Exemption_ Boys and Girls Club of the Emerald Coast (8 sites).pdf.pdf **Size:** 280.1 kB

Section 11a: Facilities

Instructions

Describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Boys & Girls Clubs of the Emerald Coast is exempt from licensure pursuant to Chapter 65C-22.008 (3)(d), F.A.C. for the afterschool programs for the eight (8) programs operated under the provisions of Chapter 65C-22.008 (3)(d), F.A.C. The Pensacola Club program is one of nine programs operated by the Emerald Coast Organization. The effective date of our national membership exemption from licensure is 8/31/2025 and the expiration date is 8/30/2026. This exemption request is submitted and renewed annually. BGCEC 21st CCLC will operate in the Englewood Community Center, where an established Boys & Girls Club site has been operational for over than 35 years. More than 10,000 square feet of space is available for 21stCCLC programming to occur. Areas outside the main facility provide student participants access to a basketball court, outdoor garden area, playground, covered pavilion and an enclosed baseball field. Inside the facility, youth have access to a gymnasium with an occupant load of 272, a library, restrooms, games room(multi-purpose area) with cafeteria seating, six furnished classrooms for programming(occupant load 158), lockers and cubbies, storage spaces, kitchen, technology lab and 2 enclosed offices. Accessible areas at Englewood Community Center will allow all various facets of programming to take place such as: consumption of meals and snacks in the games room, performing arts Programming in games room, Gymnasium or covered Pavilion; classrooms to complete academic activities such as homework completion, tutoring and hands-on S.T.E.M. projects; Library to access approved reading materials and books to aid with strengthening of Reading and English Language Arts skills; games room or gymnasium to host Family Engagement events. Policy and procedures, exterior doors alarms, intercom system on main entrance, coupled with a professionally installed and monitored camera security system are in place to maintain student safety. Pensacola Club @ Englewood Community Center is situated in the Englewood Neighborhood. Youth attending this Club site reside in homes that surround the facility. Residential parcels of land boarder the east, west and south sides of the community center. On the south side of the community center, the main entrance, homes sit across the street from the center, less than 50 feet. A large number of youth get to school each day by walking. During the 21st CCLC program, students and Adult Family Members will enter via the designated labeled door at the main entrance. Adult Family Members will come to the facility by 6:00p.m. and pick up their students after showing a government issued I.D. the signing them out. During parent pick up inside the vestibule, 21st staff have the opportunity to talk with Adult Family Members and inform them of upcoming programs and projects for them and their families.

BGCEC 21st CCLC will operate inside Oakcrest Elementary School, where a Boys & Girls Club school-based site will be fully operational beginning August of 2026. More than 10,000 square feet of space is available for

21stCCLC programming to occur. Areas outside the main facility provide student participants access to a basketball court, playground, gymnasium and covered pavilion. Inside the school, BGCEC has access to the library, restrooms, cafeteria with a stage, 3 furnished classrooms, storage spaces plus 1 designated room that serves as the BGCEC office area. Accessible areas at Oakcrest will allow all various facets of programming to take place such as: consumption of meals and snacks in the cafeteria, performing arts Programming in Cafeteria, Gymnasium or covered Pavilion; classrooms to complete academic activities such as homework completion and tutoring, Library to access approved reading materials and books to with the strengthening of Reading and English Language Arts skills; Cafeteria to host Family Night events, Classrooms to implement hands-on S.T.E.M. projects. Policy and procedures coupled with a professionally installed and monitored camera security system are in place within the school to maintain student safety. Oakcrest Elementary school is situated in the Ebonwood Neighborhood. Youth attending this school reside in homes that surround the school. Residential parcels of land boarder the east and north sides of the school. A large number of youth get to school each day by walking. During the 21st CCLC program, students and Adult Family Members will enter via the designated labeled door at the main entrance. Adult Family Members will come to the facility by 6:00p.m. and pick up their students after showing a government issued I.D. the signing them out. During parent pick up inside the front office, 21st staff have the opportunity to talk with Adult Family Members and inform them of upcoming programs and projects for them and their families.

Section 12: Safety and Student Transportation (3 points)

Instructions

In the text box, describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, field trips or other situations, as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

Refer to the RFP for more information.

BGCEC's 21st CCLC will operate under the BGCA national standards of safety and local policies for ensuring student safety. At the discretion of the Escambia County School District Superintendent, County Emergency Operations, and Oakcrest School Principal, BGCEC's 21st CCLC program will operate to ensure student safety and follow their operating recommendations. Each BGCEC Club site has a comprehensive safety plan in place that outlines processes for emergencies. Club site will use an electronic attendance and participation tracking system(MyClubHub and EZ Reports) to account for every student that attends each day. Students will be assigned a unique number that is used to sign in and out when they enter or exit the club site.

At the Pensacola Club, students will enter the program via the main entrance after school after being formally released for the day. At the Oakcrest Club, Students will enter the program in the cafeteria after school after being formally released for the day. During the summer, Oakcrest students will enter the program from the main entrance of the school through the designated front door. During the summer, students from C.A. Weis will enter the program via the main entrance of the Pensacola Club. At the start of program times, Youth will be separated into groups by school grade and coupled with a Youth Development Professional. The Youth Development Professional will have attendance rosters for the month. Before and after every transition, staff will take attendance to account for students under their supervision. In order for students to leave the program for the day, BGCEC safety policies mandate parent/guardian physically sign each student out and add the time. Parent/guardian must be an approved person (with a government issued form of identification) listed on the student's registration application that is completed when student begins the program. Upon enrollment, the program will collect an allowable adult pick-up list for each student. All visitors to the program must sign in at the entrance of each Club and stand in a designated area for visitors unless authorized to enter programming areas while chaperoned by BGCEC paid staff. Policy and procedures coupled with a professionally installed and monitored camera security system are in place at

the community center to maintain student safety. No exit doors at the facility are ever propped open. Every door within the community center is equipped with a lock and an alarm that sounds that can only be silence via a designated key. BGCEC staff at the Pensacola Club have unique numeric codes to access the buildings security system and specific keys to office spaces, classrooms, storage space and adult bathrooms(adults are required to use designated adult-only restrooms). Every door within Oakcrest Elementary is equipped with a numeric keypad that only grants authorized entry via a BGCEC specific code. BGCEC staff at the Oakcrest Club have unique numeric codes and proximity badges to access the doors to office spaces and classrooms. At Oakcrest, adults are also required to use designated adult-only restrooms. All staff wear designated shirts and or nametags so that BGCEC staff are easily identified. There are “hard corners” that staff and students have identified as safe areas to stand during an active shooter emergency. BGCEC staff and participating students will practice safety drills such as: fire, active shooter and intruder to plan for emergency situations.

Students attending the Pensacola Club @Englewood Center will be transported afterschool from C.A. Weis Elementary to the Pensacola Club. However, the 21st CCLC program will not be transporting students to or from their homes. Students will travel home from the Pensacola Club after the adult family member picks them up for the day. All BGCEC drivers have been cleared through our insurance company, have passed the appropriate commercial licensing with passenger endorsements to drive the vehicles and have received training before driving with students. BGCEC transportation safety measures include rider rosters for boarding and unloading with signatures, bus monitors and child checks after each trip. There will not be any 21st CCLC Field Trips.

In the event of an emergency and afterschool or summer programming is cancelled prior to the start of the day, parents/guardians will be notified as soon as possible so alternative methods for students returning home afterschool can be secured. At program registration, parents/guardians complete an alternative transportation form. Form states “In the event of an emergency school closure or the cancellation of afterschool activities by Escambia County School District Administration or Boys & Girls Clubs of the Emerald Coast, my child(ren) will use the following as a means of transportation home from school, rather than attending the Boys & Girls Clubs. Parents are given the option to Check one option: School bus (same bus that brings child to school), Walker, Car Rider (List name/phone # of adult who will pick up child, Other (explain specific details). If there is no emergency situation occurring, students are either picked up in a vehicle or will walk home at the after school program conclusion each day with a designated adult.

Additionally, to ensure student safety, all BGCEC staff will be CPR/First Aid and AED Certified, undergo Level II background screening as well as and drug testing. Volunteers serving more than 10 hours per month must also undergo Level II background screenings, complete a volunteer orientation, along with policy and safety trainings prior to the initiation of service at a club site. Volunteers must always wear a nametag and be accompanied by a BGCEC staff person when working directly with youth. BGCEC staff follow safety policies such as never supervise

youth one-on-one, never transport students in their personal vehicles or communicate with students via personal social media platforms.

Section 13: Program Budget (15 points)

Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed \$500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. 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 Budget Narrative Form.

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

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

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

[2026-27_BudgetNarrativeForm_BGCEmeraldCoast.OakcrestandPNS.pdf](#)

Filename: 2026-27_BudgetNarrativeForm_BGCEmeraldCoast.OakcrestandPNS.pdf **Size:** 1.3 MB

Section 14: Sustainability (3 points)

Instructions

In the text box provided, describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

Refer to the RFP for more information.

BGCEC's ability to access to financial resources and an array of professional development trainings for club staff ensures that the organization is ready to efficiently and effectively implement proposed projects. Resource Development planning, implementation, monitoring, evaluation, and reflection of outcomes will give BGCEC the ability to sustain a high-quality program. Historically, funding has been found from and blended with a variety of sources. BGCEC has raised funds from large corporations (i.e. Navy Federal Credit Union, Truist Bank, Florida Power and Light, Cox Communications, Publix Supermarkets Charities), small business (i.e. Bit Wizards, Crab Trap Perdido, Flora-Bama Management, Inc.), community organizations and foundations (i.e. United Way of West FL, United Way Emerald Coast, D.W McMillan Trust, Chadbourne Foundation, Inertia Foundation, Taco Bell Foundation, Destin Charity Wine Auction) and numerous individual philanthropists. Organization also hosts annual individual giving campaigns and special events (Outdoor Food Festivals) 5 times per year to obtain unrestricted revenue for sustainability. While not relying solely on grant funding, BGCEC and our development team will continue to aggressively seek additional grant funds, identify and cultivate new business partners, and develop local fundraising efforts to support the proposed project. A plan with annual strategies built with key performance indicators in support of the continuation of this project will be developed and implemented to guarantee sustainability. Within 30 days of the notification of grant award, Area Director, Club director and Site Coordinator will work with Oakcrest & Pensacola Club leadership staff, Oakcrest & Pensacola Club Certified teachers (1 minimum), program student's parents (2 minimum from Oakcrest and C.A. Weis), teachers (1 minimum from each target school), Target School administrators (1 minimum), Escambia County school district staff, business owners, City Government personnel, Corporate Leaders, Non-profit leaders and other community stakeholders to expand the existing 21st CCLC advisory board. The board will be comprised of at least 10 persons, will meet at least 2 times per year, utilize a meeting agenda, record meeting minutes, meet virtually or in-person and document participant attendance. Meetings will focus on current and future program needs and successes, program concerns, review evaluation results, discuss program operations, upcoming program special events, volunteer and family engagement opportunities plus the recruitment of resources to assist in program sustainability.

Priority Points

Completed - May 5 2026

Priority Points Section

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria. It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points.

Priority 1:

Evidence that the proposal targets *primarily students and families from high-poverty schools. (up to 5 points).*

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

Upload Priority 1 Evidence

[Priority 1 Evidence Pensacola Club and Oakcrest Club.pdf](#)

Filename: Priority 1 Evidence_Pensacola Club and Oakcrest Club.pdf.pdf **Size:** 1.8 MB

Priority 2:

Evidence that the proposal includes a narrative that clearly describes the partnership targeting schools in Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classification, and the specific roles and responsibilities of each partner. The proposal must include a copy of a formal agreement, such as a Memorandum of Understanding (MOU), signed by all partners, which clearly delineates the contribution of each partner to the proposed initiative.

Not Applicable

Upload Priority 2 Evidence

Priority 3:

Evidence that the proposal serves students in high school (3 points).

No

Upload Priority 3 Evidence

Priority 4:

Evidence that the proposal serves students within a rural district (3 points).

No

Upload Priority 4 Evidence

Priority 5:

This proposal is submitted by an agency that will not have any 21st CCLC continuation projects in the 2026-27 program year (3 points).

No

Upload Priority 5 Evidence

Agency Information

Completed - May 5 2026

Agency Information

Agency Information Form

Agency Name

Boys & Girls Clubs of the Emerald Coast

Requested Funding Amount

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

427,200

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	A) Program Name: Ensuring Great Futures at the Oakcrest Club and the Pensacola Club TAPS NUMBER: 27B030	DOE USE ONLY Date Received								
B) Name and Address of Eligible Applicant: Boys and Girls Clubs of the Emerald Coast 923 Denton Blvd NW Fort Walton Beach, FL 32547		Project Number (DOE Assigned)								
C) Total Funds Requested: \$ 427,200 DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <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: Lindsey Thomas</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: Pensacola: 2751 North H Street, Pensacola, FL 32501 Oakcrest: 1820 Hollywood Avenue, 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: Lindsey Thomas		Mailing Address: 923 Denton Blvd NW Fort Walton Beach, FL 32547	E-mail Addresses: lmickles@bgcec.com	Physical/Facility Address: Pensacola: 2751 North H Street, Pensacola, FL 32501 Oakcrest: 1820 Hollywood Avenue, Pensacola, FL 32505	DUNS number: 794398339 FEIN number: 59-1267050
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Physical/Facility Address: Pensacola: 2751 North H Street, Pensacola, FL 32501 Oakcrest: 1820 Hollywood Avenue, Pensacola, FL 32505	DUNS number: 794398339 FEIN number: 59-1267050									
CERTIFICATION 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. 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. E) Signature of Agency Head <u>CEO</u> Title <u>4.7.2026</u> Date										

Section D

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.

Section D

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.

Certification:

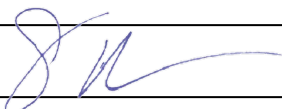
I, the undersigned official am legally authorized to bind the named agency/organization of the State of Florida, hereby apply for participation in federally funded and/or state-funded education programs on behalf of the named agency/organization below. I certify that the agency will adhere to and comply 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)

4.7.2026

Date

850.344.7230

Area Code/Telephone Number

Section D

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.

Section D

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

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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.¹ 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.)²

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)³ 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:

¹ 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.

² Ibid

³ 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.

2026-27 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st 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 21st 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 21st CCLC expenditures, whichever is earlier. (SA)

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. (SA)

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 on evidence that shows that the students will meet challenging State academic standards. (SA)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal 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. (SA)

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. (SA)

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 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (SA)

2026-27 21st CCLC Subrecipient Assurances

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. *SA*

Collaboration with Schools

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

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. *SA*

Property

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

Records Retention

The subrecipient will retain all records relating to the 21st 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. *SA*

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). *SA*

2026-27 21st CCLC Subrecipient Assurances

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pickups, 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. (SE)

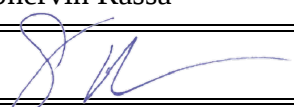
Suspension of the Grant

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. (SA)

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. (SA)

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.

Authorized Representative Information	Details
Agency Name	Boys & Girls Clubs of the Emerald Coast
Authorized Agency Representative	Shervin Rassa
Title	CEO
Printed Name	Shervin Rassa
Signature	
Date	4.7.2026
Phone Number	850-344-7230
Email Address	srassa@bgcec.com

**2026-27 Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

21st 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. 21st 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, 21st 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.

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

Same as public school students: Afterschool, Monday-Friday, 1:30p-6:00pm and during the summer months, Monday - Thursday, 8am – 1:00pm. Location: Pensacola Club at the Englewood Community Center, 2751 North H Street, Pensacola, FL 32501; Warrington Club, 220 Navy Boulevard., Pensacola, FL 32507; Oakcrest Club, 1820 Hollywood Avenue, Pensacola, FL 32505 and Montclair Club, 820 Massachusetts Avenue, Pensacola, FL 32505

- (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.

No differences

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

**2026-27 Assurance of Providing Equitable Services for Private Schools
(Private School Participation)**

Authorized Representative Information	Details
Agency Name	Boys & Girls Clubs of the Emerald Coast
Authorized Agency Representative	Shervin Rassa
Title	CEO
Printed Name	Shervin Rassa
Signature	
Date	4.7.2026
Phone Number	850-344-7230
Email Address	srassa@bgcec.com



Boys & Girls Clubs of the Emerald Coast

PROGRAM BUDGET

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DOE ATTESTATION (Program and Grants Management)
The cost for each line item budget category has been evaluated and determined to be allowable, reasonable and necessary as required by Section 216.3475, Florida Statutes.
Documentation is on file evidencing the methodology used and the conclusions reached.



FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:					B) DOE Assigned Project Number:		C) TAPS Number:		D) Indirect Cost Plan Type	
Boys and Girls Clubs of the Emerald Coast							27B030		N/A	
E) Requested Allocation:				\$427,200.00	F) Estimated Roll Forward (If applicable)		\$0.00	Total Funds Requested:		\$427,200.00
1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval		
	51001	Salaries: Grant Administrator Reviews 21st CCLC deliverables prior to submittal. and coordinates with Site Coordinators. Disseminate information to program staff, parents, partners and the public upon request. Solicit program partners and community support and lead program team. Review and submit monthly reports, financials including deliverables. Works with Site Coordinator in acquiring and organizing program data for evaluation and stakeholder review. Supervise entire 21st CCLC program. (178 afterschool days, 34 summer days and 6 days of planning.) <u>AS:</u> 1 Grant Administrator x \$44.95/hr. x 1 hrs./day x 178 days = \$8,001 <u>Summer:</u> 1 Grant Administrator x \$44.95/hr. x 1 hrs. /day x 40 days = \$1,798 25% Admin. = \$2,450 10% Eval. = \$980	0.11	\$ 9,799.00	100%		\$ 2,450	\$ 980		
	51002	Payroll Taxes: Social Security/Medicare - Grant Administrator Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$8,001 x 7.65% = \$750 25% Admin. = \$170 10% Eval. = \$68		\$ 750.00	100%		\$ 188	\$ 75		
	51400	Payroll Taxes: Worker's Compensation - Grant Administrator Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$8,871 x 1.08% = \$106 25% Admin. = \$24 10% Eval. = \$10		\$ 106.00	100%		\$ 27	\$ 11		

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	51001	Salaries: Area Director Area Director to perform duties specifically and solely related to the BGCEC 21st CCLC program- to include oversight of day-to-day program operations, staff supervision, hiring of high quality staff, planning and facilitating professional development opportunities and assurance of participating BGCEC 21st CCLC student safety. Responsibilities also include 21st CCLC Site Coordinator and Club Director are adhering to terms of their contract and meeting deliverables on time. Area Director conducts community outreach to explain 21st CCLC programming and recruit Program team members. Area Director interacts with target school staff, school district, students and families to ensure needs are met, as needed. Recruits stakeholders to aid in resource development to support program sustainability. (178 afterschool days, 34 summer days and 6 days of planning.) <u>AS:</u> 1 Club Director x \$31.25/hr. x 2 hrs./day x 178 days = \$11,125 <u>Summer:</u> 1 Club Director x \$31.25/hr. x 2 hrs./day x 40 days = \$2,500 10% Admin. = \$1,363 5% Eval. = \$681	0.32	\$ 13,625.00	100%		\$ 1,363	\$ 681	
	51001	Salaries: Club Director Club Director to perform duties specifically and solely related to the BGCEC 21st CCLC program- to include oversight of day-to-day program operations, staff supervision and assurance of participating BGCEC 21st CCLC student safety. Assist with implementing student recruitment and retention strategies. Works with finance team and to ensure relevant and allowable purchasing that is parallel to activity design. Responsibilities also include ensuring 21st CCLC adhere to the program schedule and the implementation of authorized program activities. Some communication with school day data clerk and school day teachers to identify and bridge student gaps. Regular interaction with students and families to ensure student needs are met. Communicates with program staff and teachers on site to assist with proper application of grant objectives and to troubleshoot problems. Ensures that Site Coordinator collects data for attendance, distributes and conducts surveys, and compliance information concerning the grant deliverables for the Grant Admin to review and evaluate with stakeholders and program team. (1 Club Director per site; Includes 178 afterschool days, 34 summer days and 6 days of planning) <u>AS:</u> 1 Club Director for Pensacola Club x \$23.08/hr. x 4 hrs./day x 178 days = \$16,433 <u>Summer:</u> 1 Club Director for Pensacola Club x \$23.08/hr. x 4 hrs./day x 40 days = \$3,693 <u>AS:</u> 1 Club Director for Oakcrest Club x \$23.08/hr. x 6 hrs./day. x 178 days = \$24,650 <u>Summer:</u> 1 Club Director for Oakcrest Club x \$23.08/hr. x 6 hrs./day x 40 days = \$5,539 = \$54,707 10% Admin. = \$5,471 5% Eval. = \$2,735	0.32	\$ 54,707.00	100%		\$ 5,471	\$ 2,735	
	51002	Payroll Taxes: Social Security/Medicare - Club Director Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$54,707 x 7.65% = \$4,185 10% Admin. = \$419 5% Eval. = \$209		\$ 4,185.00	100%		\$ 419	\$ 209	

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	51400	Payroll Taxes: Worker's Compensation - Club Director Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$54,707 x 1.08% = \$591 10% Admin. = \$59 5% Eval. = \$30		\$ 591.00	100%		\$ 59	\$ 30	
	51001	Salaries: Site Coordinator Site coordinator to perform duties specifically and solely related to the BGCEC 21st CCLC program- to include assisting in the responsibility for actively participating BGCEC 21st CCLC student safety and in coordinating enrichment activities for BGCEC 21st CCLC students and their families. Responsibilities include 21st CCLC program development, ensuring that staff adhere to high quality program strategies. Interacts with program staff and program certified teachers on site to assist with proper application of grant objectives and to troubleshoot problems. Communicates with school day data clerk and school day teachers to identify and bridge student gaps. Time beyond direct service hours is distributed to administrative duties specifically for the 21st CCLC program. Site Coordinator collects data for attendance, distributes and conducts surveys, and compliance information concerning the grant deliverables for the Grant Admin to review and evaluate with stakeholders and program team. (1 Site Coordinator per site; Includes 178 afterschool days and 34 summer days.) <u>AS:</u> 1 Site Coordinator for Pensacola Club x \$21.15/hr. x 8 hrs./day x 178 days = \$30,118 <u>Summer:</u> 1 Site Coordinator for Pensacola Club x \$21.15/hr./day x 8 hrs. x 34 days = \$5,753 <u>AS:</u> 1 Site Coordinator for Oakcrest Club x \$21.15/hr. x 8 hrs./day x 178 days = \$30,118 <u>Summer:</u> 1 Site Coordinator for Oakcrest Club x \$21.15/hr. x 8 hrs./day x 34 days = \$5,753 = \$54,707	1	\$ 54,707.00	100%				
	51002	Payroll Taxes: Social Security/Medicare - Site Coordinator Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$54,707 x 7.65% = \$4,185		\$ 4,185.00	100%				
	51400	Payroll Taxes: Worker's Compensation - Site Coordinator Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$54,707 x 1.08% = \$591		\$ 591.00	100%				
	51001	Wages: Certified Teachers Provides direct academic enrichment instruction for actively participating 21st CCLC students during 21st CCLC program hours, to include monitoring of 21st CCLC students' performance and progress in core academic areas. Identifies and determines remedial work for actively participating 21st CCLC students. Familiar with testing, concepts, practices, and procedures of teaching; will hold a valid FL teaching certificate in academic area teaching. Includes 142 afterschool days and 34 summer days. (3 Certified Teachers at Oakcrest Club and 2 Certified Teachers at Pensacola Club) AS: 5 Teachers x \$35/hr. x 2 hrs. x 142 days = \$49,700 Summer: 5 Teachers x \$35/hr. x 2 hrs. x 34 days = \$11,900	0.62	\$ 61,600.00	100%				

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	51002	Payroll Taxes: Social Security/Medicare - Certified Teachers Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$61,600 x 7.65% = \$4,712		\$ 4,712.00	100%				
	51400	Payroll Taxes: Worker's Compensation - Certified Teachers Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$61,600 x 1.08% = \$665		\$ 665.00	100%				
	51001	Wages: Youth Development Specialist(Program Staff) Works with actively participating 21st CCLC students during 21st CCLC program hours to assist with homework, educational life skills, technology and athletic programs. Uses hands on interaction with 21st CCLC students to achieve program objectives. Youth Development Specialists will be allocated additional time within the budget. This will allow for professional development, program planning, lesson planning, program preparation (making copies, gathering materials and supplies needed for the lesson, etc.), prior to youth entering the facility. This time will also be used to review needs/gaps of participating students, meeting with other organization staff, organization leadership and school day staff to ensure high quality programming and collaboration with the school day. (3 Certified Teachers at Oakcrest Club and 2 Certified Teachers at Pensacola Club) <u>AS:</u> 5 Program Staff x \$17.50/hr. x 5.5 hrs. x 178 days = \$85,665 <u>Summer:</u> 5 Program Staff x \$17.50/hr. x 5.5 hrs. x 37 days = \$16,365 =\$102,030	1.71	\$ 102,030.00	100%				
	51002	Payroll Taxes: Social Security/Medicare - Youth Development Specialist Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$102,030 x 7.65% = \$7,805		\$ 7,805.00	100%				
	51400	Payroll Taxes: Worker's Compensation - Youth Development Specialist Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$102,030 x 1.08% = \$1,102		\$ 1,102.00	100%				
	51001	Wages: Bus Driver Costs for transporting actively participating 21st CCLC students from each school to the BGC 21st CCLC Sites solely for actively participating 21st CCLC students for 21st CCLC after school activities. On an average of 1.5 hours per day Afterschool.(For the Pensacola Club only) <u>AS:</u> 1 driver x \$25.00/hr. x 1.5/hr. x 178 days = \$6,675	0.09	\$ 6,675.00	100%				
	51002	Payroll Taxes: Social Security/Medicare - Bus Driver Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$6,675 x 7.65% = \$511		\$ 511.00	100%				

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	51400	Payroll Taxes: Worker's Compensation - Bus Driver Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$6,675 x 1.08% = \$72		\$ 72.00	100%				
	51001	Salaries: Membership Coordinator Membership Coordinator 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. Coordinator will also communicate program updates and student needs/accomplishments with Adult Family members. Coordinates with Grant Evaluator and Site Coordinators to assemble and collect required documentation and data to meet grant deliverables. (1 Membership Coordinator at Oakcrest Club and 1 Membership Coordinator at Pensacola Club) 2 Membership Coordinators x \$16.50/hr. x 5.5 hrs./day x 178 days(AS) = \$32,308 2 Membership Coordinators x \$16.50/hr. x 5.5 hrs./day x 34 days(SUM) = \$6,172 = \$38,480 100% Administrative	0.05	\$ 38,480.00	100%		\$ 38,480		
	51002	Payroll Taxes: Social Security/Medicare - Membership Coordinator Social Security and Medicare benefits solely for 21st CCLC staff, calculated at 7.65%. \$38,480 x 7.65% = \$2,944 100% Administrative		\$ 2,944.00	100%		\$ 2,944		
	51400	Payroll Taxes: Worker's Compensation - Membership Coordinator Workers Compensation benefits solely for 21st CCLC portion of all 21st CCLC staff, calculated at 1.08%. \$38,480 x 1.08% = \$416 100% Administrative		\$ 416.00	100%		\$ 416		
	53000	Administrative Costs Cost Associated with the management and administration of the 21st CCLC program. Salaries plus fringe cost for Human Resource Manager. 1 HR Manager x \$40.86/hr. x 2 hrs./week x 52 weeks = \$4,249 Fees associated with program management and general office operation at 50% of annual cost: Audit = \$1,380 Legal = \$790 Copier = \$2,400 Fees associated with program management and general office operation at 25% of annual cost: Liability Insurance = \$4,600 Automobile Insurance = \$2,300 100% Admin = \$15,719		\$ 15,719.00	100%		\$ 15,719		

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	55518	Consumable Materials Cost to cover/replace supplies such as pens, pencils, ink, sharpeners, printer paper, tape, scissors, folders, and paper clips for use solely by actively participating 21st CCLC students and staff during 21st CCLC program hours. 100 students x \$53.14 = \$5,314		\$ 5,314.00	100%				
	55516	Materials and Supplies: Education/Literacy/Math/Science Educational materials needed for direct operations of the 21st CCLC program and used exclusively by actively participating 21st CCLC students. Teaching materials to include such items as books, student workbooks, and other curriculum. All 21st CCLC students will participate in the Education/Science/Literacy/Math classes in afterschool and summer. 100 students x \$170.00/student = \$17,000		\$ 17,000.00	100%				
	55516	Materials and Supplies: Physical Education Educational healthy and active lifestyle materials needed for direct operations of the 21st CCLC program and used exclusively by actively participating 21st CCLC students. Teaching materials to include such items as books, worksheets, physical education materials, and supplies such as balls, jump ropes, hoola hoops. 100 students x \$30/student = \$3,000		\$ 3,000.00	100%				
	55516	Material and Supplies: Music and Art Education Educational materials needed for implementation of the 21st CCLC program and used exclusively by actively participating 21st CCLC students. Enrichment materials for Music program will include instruments, sheet music, music stands, microphones and sound equipment. Each session, students will use the equipment purchased for the music class. Enrichment materials for Art program will include items as books, student workbooks, worksheets, paper, pencils, visual art supplies & necessary visual art equipment. Costs estimated at: 100 students x \$30.00/student = \$3,000		\$ 3,000.00	100%				
	57400	Fuel Costs Costs for transporting actively participating 21st CCLC students from each school to the BGC 21st CCLC Sites solely for actively participating 21st CCLC students for 21st CCLC after school activities. On an average of 5 hours per week. 1 buses x 10 gal/wk. x 38 wks. x \$5.39/gal = \$1,140		\$ 2,048.00	100%				
	52400	Equipment <i>-For the Oakcrest Club Only</i> Communication(Walkies): To ensure safety and provide constant communication between Staff and Site Coordinator during 21st CCLC Program hours. Laptops for educational activities for 21st CCLC students (20 students/group) and 3 Laptops for site leadership personnel(2) and membership coordinator(1) for data collection, data tracking along with completion of administrative task. 2 Way Radios: 10 devices x \$18.50/device = \$185.00 HP Laptops AI PC, 14": 23 devices x \$349.99 = \$8,050 = \$8,235		\$ 8,235.00	100%				

1) Function	2) Object	3) Account Title and Narrative	4) FTE	5) Amount	6) % Allocated to This Project (if applicable)		Admin	Eval	
	68310	Travel and Training Out of County Funds to allow active 21st CLCC staff to attend FL DOE-approved trainings and conferences for 21st CLCC programs. Costs include expenses for 2 active 21st CLCC staff. <u>21st CCLC Fall TA Meeting</u> Hotel: \$225 x 3nights x 2 staff = \$1350 Mileage: 992 miles x \$0.445/mile x 1 vehicle = \$441 *Meals: \$36/day x 3 days x 2 staff = \$216 (*Per Diem Rate per day: Breakfast \$6, Lunch \$11.00, Dinner \$19.00; daily total = \$36.00) Parking: \$15/day x 3 days = \$45 Tolls: Estimated at \$100.00 Total: \$2,152 <u>21st CCLC Spring Regional Meeting</u> <i>Based on 2024 travel cost</i> Hotel: \$225/night x 1 night x 1 staff = \$225 Mileage: 404 miles x \$0.445/mile x 1 vehicle = \$180 Meals: \$19 for dinner because departure will be before 6:00 p.m. (CST) and extends beyond 8:00 p.m. (EST). The following day breakfast included with hotel stay \$0.00, \$11.00 for lunch, \$19.00 for dinner to return from training. Departure will be before 6:00 p.m. (EST) and extend beyond 8:00 (CST.) = \$49 Parking: \$20/day @ hotel x 1 day = \$20 Total: \$474 Total for 2 trainings = \$2,626		\$ 2,626.00	100%				
D) TOTAL				\$ 427,200.00			\$ 67,534	\$ 4,721	
				Admin	\$ 67,533.55	15.81%	15.81%	1.11%	
				Evaluation	\$ 4,720.90	1.11%	Admin	Eval	

FUNDING REQUEST GUIDE**Complete One Per Proposed Center/Site - Request for Proposals (RFP) Only
2026-27**

Site Name:		Oakcrest Club			
	Number of students that will receive 21st CCLC services PER DAY in the indicated components ¹	Average number of HOURS per DAY the program will operate the indicated component for student participants. ²	TOTAL Number of DAYS per YEAR the program will provide 21st CCLC services to student participants. ³	Funding Amount per student, per hour of daily operation.	Amount allowed per component (Maximum)
Before School Days	0	0	0	\$2.00	\$0.00
Afterschool Days	60	4.5	178	\$4.00	\$192,240.00
After School Days w/Transportation	0	0	0	\$5.00	\$0.00
Early Release Days	60	6	2	\$4.00	\$2,880.00
Weekend Days	0	0	0	\$4.00	\$0.00
Weekend Days with Transportation	0	0	0	\$5.00	\$0.00
Holidays and School Breaks (Winter and Spring)	0	0	0	\$6.00	\$0.00
Holidays and School Breaks (Winter and Spring) w/ Transportation	0	0	0	\$7.00	\$0.00
Summer	60	5	34	\$6.00	\$61,200.00
Summer w/ Transportation				\$7.00	\$0.00

A	Maximum Amount Allowed for this Center/Site: \$256,320.00
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1 This is the total number of students that the program is proposing to serve for each component. If a program is proposing to serve some students with transportation and some without transportation, please divide the proposed amount between the two categories appropriately.

2 To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation. Please review the RFP on programming minimums to inform the completion of this column.

3 The number of days per year for afterschool should not exceed the number of school days for the 2026-27 school year. The number of days per year for school breaks should not exceed the number of available days for school breaks.

FUNDING REQUEST GUIDE**Complete One Per Proposed Center/Site - Request for Proposals (RFP) Only
2026-27**

Site Name:		Pensacola Club			
	Number of students that will receive 21st CCLC services PER DAY in the indicated components ¹	Average number of HOURS per DAY the program will operate the indicated component for student participants. ²	TOTAL Number of DAYS per YEAR the program will provide 21st CCLC services to student participants. ³	Funding Amount per student, per hour of daily operation.	Amount allowed per component (Maximum)
Before School Days	0	0	0	\$2.00	\$0.00
Afterschool Days	40	4.5	178	\$4.00	\$128,160.00
After School Days w/Transportation	0	0	0	\$5.00	\$0.00
Early Release Days	40	6	2	\$4.00	\$1,920.00
Weekend Days	0	0	0	\$4.00	\$0.00
Weekend Days with Transportation	0	0	0	\$5.00	\$0.00
Holidays and School Breaks (Winter and Spring)	0	0	0	\$6.00	\$0.00
Holidays and School Breaks (Winter and Spring) w/ Transportation	0	0	0	\$7.00	\$0.00
Summer	40	5	34	\$6.00	\$40,800.00
Summer w/ Transportation				\$7.00	\$0.00

A	Maximum Amount Allowed for this Center/Site: \$170,880.00
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1 This is the total number of students that the program is proposing to serve for each component. If a program is proposing to serve some students with transportation and some without transportation, please divide the proposed amount between the two categories appropriately.

2 To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation. Please review the RFP on programming minimums to inform the completion of this column.

3 The number of days per year for afterschool should not exceed the number of school days for the 2026-27 school year. The number of days per year for school breaks should not exceed the number of available days for school breaks.



Boys & Girls Clubs of the Emerald Coast

COMMUNITY PARTNERS

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4.8.2026

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



Greetings,

For over 55 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.

High quality staff, volunteers and strong 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 21st CCLC program, paid staff that provides services to the program without cost to the 21st CCLC program budget, access to materials and supplies to support the program at no cost to 21st CCLC, accesses to equipment at no cost to 21st CCLC in addition to the ability for 21st 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 21st 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,

A handwritten signature in blue ink, appearing to read "Shervin Rassa".

Shervin Rassa
Chief Executive Officer
923 Denton Boulevard, NW
Fort Walton Beach, FL 32547
850.344.7230 Office
srassa@bgcec.com | www.EmeraldCoastBGC.com



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 1st 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 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 30th 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

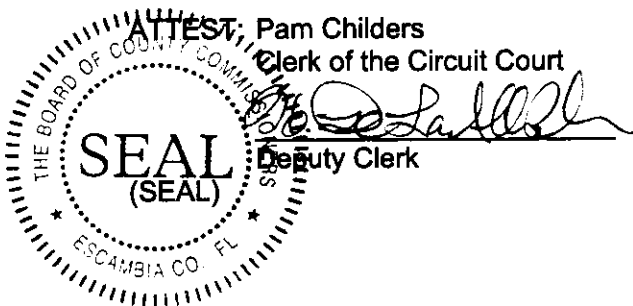
By: [Signature]
Jeff Bergosh, Chairman

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

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SCHOOL BOARD OF ESCAMBIA COUNTY, FLORIDA
AND
BOYS AND GIRLS CLUB OF THE EMERALD COAST

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered into by and between BOYS AND GIRLS CLUB OF THE EMERALD COAST, hereinafter referred to as "Boys & Girls Club" and THE SCHOOL BOARD OF ESCAMBIA COUNTY, FLORIDA, hereinafter referred to as "Board" or "District", on April 18, 2023

WHEREAS, Boys & Girls Club is the recipient of a 21st Century Community Learning Center (CCLC) grant and Escambia Children's Trust Grant designed to provide services to students to help foster social, emotional, and academic growth; and

WHEREAS, Boys & Girls Club has worked to maintain open communication and positive relationships with schools within the District to ensure students who participate in the Boys & Girls Club have the best access to resources to make academic gains.

NOW, THEREFORE BE IT RESOLVED that the following is understood between the parties:

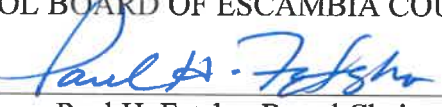
1. The Boys & Girls Club will use the District's FERPA Records/Information Release form (Attachment A) to provide the District with proof of membership and parent consent to share information such as:
 - a. Report cards
 - b. Progress Reports
 - c. Attendance Records
 - d. Behavior Records
 - e. Statewide Evaluation Data/Results
 - f. Completion of FERPA document
2. The District, upon receiving proof of membership and parent consent, will provide:
 - a. Report Cards
 - b. Progress Reports
 - c. Attendance Records
 - d. Behavior Records
 - e. Statewide Evaluation Data/Results
 - f. Authorization for Educators to speak with any member of the Boys & Girls Club 21st CCLC Management team regarding a mutual student member.
3. The District will collaborate with the Boys & Girls Club to provide the most effective resources and approaches for successful delivery of the proposed program by granting authorization for educators to speak with any member of the Boys & Girls Club 21st CCLC Management.

4. Boys & Girls Club 21st CCLC Management Team may contact educators or school officials based on student member needs.
5. The Boys & Girls Clubs and the District vow to maintain the confidentiality of each individual student member and any personal circumstances surrounding them. Both agencies are forbidden to share student member records or any other information with anyone other than officials listed as approved contact within the memorandum. At no time should student member information be shared with the parent of another youth, family friend, volunteers, or agencies outside the MOU.
6. No Waiver of Sovereign Immunity. The Board agrees to indemnify Boys and Girls Club to the extent and only to the extent of the limits set forth in 768.28 (5), F.S. and then only for the negligent or wrongful act or omission of any officer or employee acting within the scope of the officer's/employee's office or employment under circumstances in which the state or such agency or subdivision, if a private person, would be liable to claimant. Further, except as specifically provided herein, the Board does not waive any defense of sovereign immunity. It is further understood and agreed by the parties to this MOU that no officer or employee may be held personally liable except as provided by 769.28(9). F.S.
7. This MOU shall be interpreted and construed in accordance with and governed by the laws of the State of Florida. Any controversies or legal problems arising out of this MOU and any action involving the enforcement or interpretation of any rights hereunder shall be submitted to the jurisdiction of the State courts of the First Judicial Circuit of Escambia County, Florida.
8. The term of this agreement is effective April 18, 2023, and will remain in effect through June 30, 2028. This agreement shall be reviewed annually and/or revised as necessary to determine needed modifications in general policies and responsibilities of the parties involved. Either party may terminate this agreement at any time with or without cause, by providing at least 30 (thirty) days in advance written notice of the termination date to the other party. Such termination will have no effect upon the rights and obligation resulting from any transactions occurring prior to the effective date of the termination and any termination or expiration of this agreement.
9. The attached addenda entitled *Escambia School District Public Records Addendum, Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusions – Lower Tier Covered Transactions, Escambia School District Risk Management Addendum (Regular), State of Florida Vendor Certification Regarding Scrutinized Companies Lists, and State of Florida Vendor Certification Regarding E-Verify*, are hereby agreed to and fully incorporated herein by reference.

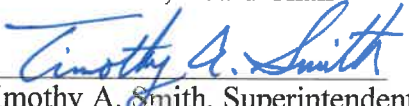
MEMORANDUM OF UNDERSTANDING
BETWEEN
THE SCHOOL BOARD OF ESCAMBIA COUNTY, FLORIDA
AND
BOYS AND GIRLS CLUB OF THE EMERALD COAST

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized agents to be effective April 18, 2023 through June 30, 2028.

THE SCHOOL BOARD OF ESCAMBIA COUNTY, FLORIDA

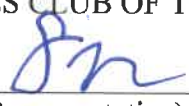
BY: 
Paul H. Fetsko, Board Chair

4/20/23
Date

ATTEST: 
Timothy A. Smith, Superintendent

4/20/23
Date

BOYS AND GIRLS CLUB OF THE EMERALD COAST

BY: 
(Representative)

Date

ATTEST: _____

Date

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD

APR 18 2023

APPROVED FOR LEGAL CONTENT

DR. TIMOTHY A. SMITH, SUPERINTENDENT
VERIFIED BY RECORDING SECRETARY


Ellen Odum, General Counsel
ESCAMBIA COUNTY SCHOOL BOARD

**FERPA RECORDS/INFORMATION RELEASE
ESCAMBIA COUNTY, FLORIDA SCHOOL DISTRICT**

Name of Student: _____ Date of Birth: _____

Name of Child's School: _____ Grade Level: _____

Child's Mailing Address: _____

Parent's Mailing Address (if different) _____

CONSENT TO RELEASE

The Family Educational Rights and Privacy Act (FERPA), Section 1002.22, Florida Statutes; 20 U.S.C. s. 1232g, 34 C.F.R. Part 99, establishes certain rights for parents regarding the privacy of their child's educational record. While family members and other individuals serving in a parent's stead as caretaker may have an interest in the child's record/information, access to or release of the educational record/information is only by written parental consent. In order to allow access to or release of a child's educational record/information, parents must complete this FERPA Release Form in front of a witness (note: cannot be witnessed by the parent or the person receiving the records; must be a third party).

I hereby waive any privacy claims under FERPA, and/or other applicable law for such release of my child's education records or information as follows:

I _____ consent to release of my
child's educational records/information to: _____.

Relationship of this individual to the child: _____.

Contact information for this individual: Address: _____

Phone: _____; email address: _____

ACKNOWLEDGEMENT AND SIGNATURE

I acknowledge by my signature that I understand I am giving my consent to release my child's education records/information. This release will remain in effect while the child is enrolled in Escambia County, Florida District Schools unless I revoke such consent.

[Signature] [Date]

Witnessed by: _____
[Witness's Signature] [Date]

[Print Name] [Phone No.]

[Address] [Email Address]

ESCAMBIA SCHOOL DISTRICT PUBLIC RECORDS ADDENDUM

CONTRACTOR'S RESPONSIBILITY FOR COMPLIANCE WITH CHAPTER 119, FLORIDA STATUTES. Section 119.0701(1)(a), F.S. defines a "contractor" as "an individual, partnership, corporation, or business entity that enters into a contract for services with a public agency and is acting on behalf of the public agency as provided under s. 119.011(2)." To the extent CONTRACTOR fits within the foregoing definition, pursuant to Section 119.0701, F.S., CONTRACTOR agrees to comply with all public records laws, specifically to:

A. Keep and maintain public records required by the School Board to perform the service.

1. The timeframes and classifications for records retention requirements must be in accordance with the General Records Schedule GS1-SL for State and Local Government Agencies and GS7 for Public Schools. (See <http://dos.myflorida.com/library-archives/records-management/general-records-schedules>)

2. Records include all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business with the School Board. Contractor's records under this Agreement include but are not limited to supplier/subcontractor invoices and contracts, project documents, meeting notes, emails and all other documentation generated during this Agreement.

B. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided for by law. If a Contractor does not comply with the School Board's request for records, School Board shall enforce the provisions in accordance with the contract.

C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to School Board.

D. Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the Contractor or keep and maintain public records required by the School Board to perform the service. If the Contractor transfers all public records to the School Board upon completion of the contract, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon the completion of the contract, the Contractor shall meet all applicable requirements for retaining public records. All records kept electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the SCHOOL BOARD.

IF CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE SCHOOL BOARD OF ESCAMBIA COUNTY, CUSTODIAN OF PUBLIC RECORDS AT (850)469-6131, SPAYNE2@ECSDFL.US, OR 75 NORTH PACE BLVD., PENSACOLA, FL 32505.

A Contractor who fails to provide the public records to the School Board within a reasonable time may also be subject to penalties under Section 119.10, Florida Statutes.

Approved:



Ellen D. Odom, General Counsel
Escambia County, School Board
75 N. Pace Blvd., Pensacola, FL 32505
05/17/21

Initials of Each Signatory:



CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

(Please read instructions below before completing Certification)

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ORGANIZATION NAME

Sherish Kessa

SPONSOR AGREEMENT NUMBER OR PROJECT NAME

CEO

NAME(S) AND TITLE(S) OF AUTHORIZED REPRESENTATIVE(S)

[Signature]

DATE

5/1/23

SIGNATURE(S)

1. By signing and submitting this form, the prospective lower tier participant is providing the certification above in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

ESCAMBIA SCHOOL DISTRICT RISK MANAGEMENT ADDENDUM (REGULAR)

Anything in the foregoing agreement to the contrary notwithstanding, each Signer thereof (other than the School Board, the Superintendent of Schools, the School District, their officers, agents and employees) hereby agrees to:

A. HOLD HARMLESS/INDEMNIFICATION AGREEMENT:

1. Save and hold harmless, pay on behalf of, protect, defend, and indemnify the School Board, (including the Superintendent of Schools, the School District, their officers, agents, and employees) from and against any demand, claim, suit, loss, expense, or damage which may be asserted against any of them in their official or individual capacities by reason of any alleged damage to property, or injury to, or death of any person arising out of, or in any way related to, any action or inaction of the Signer (including its sub-contractors, officers, agents, and employees) in the performance or intended performance of this agreement, or the maintenance of any facility, or the operation of any program, which is the subject of, or is related to the performance of this agreement. The obligations of the Signer pursuant to this paragraph shall not be limited in any way by any limitation in the amount or type of proceeds, damages, compensation, or benefits payable under any policy of insurance or self-insurance maintained by or for the use and benefit of the Signer.

B. REQUIRED INSURANCE:

1. Maintain, keep in full force and effect during the term of this agreement and any extensions and renewals thereof, and furnish to the undersigned good and sufficient evidence of general liability and auto liability insurance in an amount not less than \$1,000,000 with an insurance company rated not lower than "A" by A. M. Best and Company. The School Board shall be named as an additional insured. The policy and evidence of such insurance shall be endorsed so as to provide coverage for all liability hereby contractually assumed by the Signer and a copy thereof shall be delivered to the undersigned before beginning performance of this agreement. Such insurance shall not be subject to cancellation, non-renewal, reduction in policy limits or other adverse change in coverage, except with 45 days prior written notice to the School Board, which notice shall be given by U.S. Certified Mail with return receipt requested to the undersigned. No other form of notification shall relieve the insurance company, or its agents, or representatives of responsibility.
2. If this agreement involves performance by officers, employees, agents or sub- contractors of the Signer, the Signer shall also maintain, keep in full force and effect during the term of this agreement and any extensions and renewals thereof, and furnish to the undersigned good and sufficient evidence of workers' compensation insurance in the amount required by Florida Statutes Chapter, 440, and Employer Legal Liability Insurance in the amount of \$100,000.

Approved:
Signer:

Initials of each
Signer:



Kevin T. Windham, CFE, CSRM,
Director-Risk Management
Escambia School District
75 North Pace Boulevard
Pensacola, FL 32505



State of Florida
Vendor Certification Regarding Scrutinized Companies Lists

Respondent Vendor Name: _____		
Vendor FEIN: _____		
Vendor's Authorized Representative Name and Title: _____		
Address: _____		
City: _____	State: _____	ZIP: _____
Phone Number: _____		
Email Address: _____		

Section 287.135, Florida Statutes prohibits or limits agencies from contracting with companies, for goods or services, that are participating in a boycott of Israel, are on the Scrutinized Companies that Boycott Israel list, the Scrutinized Companies with Activities in Sudan List, the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, or has been engaged in business operations in Cuba or Syria. Both lists are created pursuant to Section 215.473, Florida Statutes.

As the person authorized to sign on behalf of Respondent, I hereby certify that the company identified above in the sector entitled "Respondent Vendor Name" is not participating in a boycott of Israel, is not listed on the Scrutinized Companies that Boycott Israel List, the Scrutinized Companies with Activities in Sudan List, or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List and has not been engaged in business operations in Cuba or Syria. I understand that pursuant to Section 287.135, Florida Statutes, the submission of false certification may subject company to civil penalties, attorney's fees, and/or costs.

Certified By: <u> <i>SR</i> </u>		
AUTHORIZED SIGNATURE		
Print Name and Title: <u> <i>Shervin Rassa</i> <i>CEO</i> </u>		
Date: <u> <i>5/1/23</i> </u>		

State of Florida
Vendor Certification Regarding E-Verify

Respondent Vendor Name: _____		
Vendor FEIN: _____		
Vendor's Authorized Representative Name and Title: _____		
Address: _____		
City: _____	State: _____	ZIP: _____
Phone Number: _____		
Email Address: _____		

Contractor hereby certifies compliance with the following:

Pursuant to § 448.095(2) Florida Statutes (2020), Contractor shall register with and use the E-Verify system operated by the United States Department of Homeland Security to verify the work authorization status of all new employees hired by Contractor prior to entering into a Contract involving labor or providing goods or services to the Escambia County School District (ECSD) or School Board of Escambia County (SBEC). ECSD or SBEC may request or require evidence of registration with E-Verify. Contractor shall also include in any related subcontracts a requirement that subcontractors performing labor or providing goods or services for ECSD or SBEC on its behalf, register with and use the E-Verify system to verify the work authorization status of all new employees hired by the subcontractor while performing labor or providing goods or services for ECSD or SBEC. Additionally, Contractor shall include in any related subcontracts a requirement that subcontractors performing labor or providing goods or services for ECSD or SBEC on its behalf provide Contractor with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with any unauthorized alien as defined in 8 U.S.C. § 1324a(h)(3). Contractor shall maintain a copy of such affidavit for the duration of its contract with ECSD or SBEC and will furnish a copy of such affidavit as may be required or requested. Further, it is understood and accepted that a Contract may be terminated for failure to comply with the requirements of § 448.095 Florida Statutes and the Contractor shall be ineligible for award for a period of at least one (1) year.

Certified By: _____ AUTHORIZED SIGNATURE
Print Name and Title: _____ Sherida Rassa CEO
Date: _____ 5/1/23

Memorandum of Understanding
Between
Boys and Girls Clubs of the Emerald Coast
And
Feeding the Gulf Coast



- The Boys & Girls Clubs of the Emerald Coast will maintain:
 - i. Participant Records
 - ii. Monitor and maintain adequate snack inventory
 - iii. Complete annual application to participate in food distribution program
 - iv. Attend required trainings regarding food distribution
 - v. Submit monthly reports
 - vi. Serve School-age children through 18, enrolled in the Afterschool Enrichment Program.
 - vii. Pass a Health Department Inspection

- Feeding the Gulf Coast will provide:
 - i. Nutritious snacks for program participants for the 2025-2026 year
 - ii. Trainings for food distribution

IN WITNESS WHEREOF, the Parties hereto, acting by and through their authorized officers, pursuant to authority lawfully granted, have executed this Agreement effective as of 11th August 2025.

Boys and Girls Clubs of the Emerald Coast



CEO-Shervin Rassa

8.11.2025

Date

Feeding the Gulf Coast



Child Nutrition Specialist- Jessica Leggett

9-16-25

Date



April 1, 2026

Leslie Mickles-MPA

2751 North H. Street

Pensacola, FL 32501

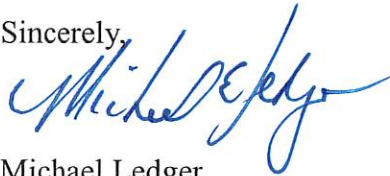
Dear Mrs. Mickles,

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 21st 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 15+ 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 will continue to provide after school snacks and summer meals (breakfast and lunch) to the site this upcoming year at no cost to the site. 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 15+ 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

Alabama Branch
5248 Mobile South St.
Theodore, AL 36582

P (251) 653-1617

Panhandle Branch
5709 Industrial Blvd.
Milton, FL 32583

P (850) 626-1332

Mississippi Branch
1501 34th Street
Gulfport, MS 39501

P (228) 896-6979

MEMBER OF
 

THIS INSTITUTION IS AN EQUAL
OPPORTUNITY PROVIDER.



2701 North Q Street, Pensacola Florida 32505

Phone (850) 595-6888 Fax (850) 595-6893

April 2, 2026

Nita M. Lowey 21st 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 in Escambia County, FL. 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 positive relationships with C.A. Weis Elementary. Their efforts ensure that our students who participate with BGCEC, have the best access to resources to make academic gains. This initiative will take place immediately afterschool and during the summer months. Outcome-driven programming will occur in designated indoor and outdoor spaces for students attending C.A. Weis Elementary. Students will be safely transported afterschool to the Pensacola Club(a distance of 0.8 miles). The Pensacola Club is a community center site at Englewood Community Center (2751 North H Street, Pensacola, FL 32505).

To ensure a strong collaboration, our leadership team will meet (virtually or in person) with BGCEC leadership, at least 1 time per month. This will allow both entities to share program updates, available resources, upcoming engagement opportunities at C.A. Weis Elementary School and at the C.A. Weis Boys & Girls Club along with ways the Club can better serve the students. Additionally, e-mails or phone calls regarding the school day may occur to ensure student success. BGCEC may also be asked to participate in school sponsored family engagement activities and/or student initiatives developed to increase student academic success. As we have done for many years, we will continue to provide requested student data to the Florida Department of Education as outlined in the MOU between the Escambia County School District(Escambia County Public Schools) and BGCEC.

Community –based organizations, such as Boys & Girls Clubs are helpful in bridging learning gaps with youth who experience academic and behavioral deficiencies. Boys and Girls Club of the Emerald Coast employs strategies that reinforce school day concepts, strengthen academic skills and foster positive character 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,

Dr. Kimberly Thomas
Principal, C.A. Weis Elementary School



OAKCREST ELEMENTARY

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

Dawn Turley
Principal

Sarah Wetherington
Curriculum Coordinator

Tasheba Sheppard
Assistant Principal

March 31, 2026

Nita M. Lowey 21 st 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 in Escambia County, FL. 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 positive relationships with Oakcrest Elementary. Their efforts ensure that our students who participate with BGCEC, have the best access to resources to make academic gains. This initiative will take place immediately afterschool and during the summer months. Outcome-driven programming will occur in designated indoor and outdoor spaces for students attending the Oakcrest Club located at Oakcrest Elementary School (1820 Hollywood Ave, Pensacola, 32505.)

To ensure a strong collaboration, our leadership team will meet (virtually or in person) with BGCEC leadership, at least 1 time per month. This will allow both entities to share program updates, available resources, upcoming engagement opportunities at Oakcrest Elementary School and at the Oakcrest Boys & Girls Club along with ways the Club can better serve the students. Additionally, e-mails or phone calls regarding the school day may occur to ensure student success. BGCEC may also be asked to participate in school sponsored family engagement activities and/or student initiatives developed to increase student academic success. As we have done for many years, we will continue to provide requested student data to the Florida Department of Education as outlined in the MOU between the Escambia County School District(Escambia County Public Schools) and BGCEC.

Community-based organizations, such as Boys & Girls Clubs are helpful in bridging learning gaps with youth who experience academic and behavioral deficiencies. Boys and Girls Club of the Emerald Coast employs strategies that reinforce school day concepts, strengthen academic skills and foster positive character 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,

Dawn Turley, Oakcrest Principal



April 1, 2026

Greetings,

My name is Kelly Gontarski and I'm proud to have served as a volunteer and a board participant for the Boys & Girls Clubs of the Emerald Coast for over 20 years. I've been engaged for so many years because the organization has proven year after year that they are dedicated to ensuring that our community's children and teens have greater access to quality programs and services that enhance their lives, shape their futures and improve our community's outcomes.

Because of my belief in the organization's dedication to youth, I am a proud partner with the club, providing employment screening for hiring and annual screening processes. We donate all our services to the club and since 2018, we have provided over \$4,000 in services annually totaling over \$33,000 in valuable screening services at no cost. In addition to providing screening services, Starpoint also provides direct financial support to the Boys and Girls Club of the Emerald Coast with monetary contributions totaling over \$75,000 since 2020, averaging \$15,000 in contributions a year.

I'm proud to be a business member 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 in 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 community 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
Owner/CEO
kgontarski@starpoin screening.com
ph 877.330.2444 x150

Proud division of the





Boys & Girls Clubs of the Emerald Coast Staff & Volunteer Trainings TABLE OF CONTENTS

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2025-2026 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 8 opportunities made available per quarter. Staff may exceed 2 trainings per month or more than 8 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*
Quarter One	CPR/1 st Aid Mandated Reporter/Duty to Report Trauma-Informed Approaches Parent Engagement & Mentoring Hands On Learning Family and Caregiver Engagement Informal Guidance and Discipline Techniques Guiding Positive Student Behavior
Quarter Two	Facilitating Positive Youth Development Cultivating Wellness & Resilience: The Power of Hope Promoting Positive Behavior Youth Voice STEM in the Club Child Safety Developmental Characteristics of Youth High Yield Learning Activities
Quarter Three	Advice and Resources for Helping your Mentee with Homework How to Manage Behavioral Issue with your Mentee Academic Support in Out-of-School time De-Escalating Concerning Behavior Family and Community Involvement School Partnerships Implementation Summer Brain Gain
Quarter Four	Building Blocks of Programming Helping Mentees to Set and Achieve Goals Becoming a Leader Abuse Prevention Refresher Continuous Quality Improvement Making the Connection: STEM & Mentoring My.Future Computer Science Building Resiliency in Youth

VOLUNTEER ORIENTATION

Boys & Girls Clubs of the
Emerald Coast

BOYS & GIRLS CLUBS
OF THE EMERALD COAST

WELCOME TO THE BOYS & GIRLS CLUBS OF THE EMERALD COAST

- ▶ Our Mission:

- ▶ *To inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens.*

GREAT FUTURES START HERE.

BACKGROUND CHECK

- ▶ Background Check
 - ▶ All volunteers must submit to a background screening as of 2018. This is a requirement through BGCA.
 - ▶ A valid photo ID and Social Security Card is required
 - ▶ Turn-around time is typically 3 to 5 days

VOLUNTEER APPLICATION PROCESS

- ▶ Submit volunteer application at the Club you wish to volunteer at
- ▶ Meet with Club Director/Program Director to discuss expectations/availability
- ▶ Submit background check
- ▶ Complete BGCA Trainings/Volunteer PowerPoint/Policy PowerPoint
- ▶ **Schedule hours with Club/Program Director**

SIGN IN PROCEDURES

- ▶ Place your personal belongings in the staff office or wherever Director has set
- ▶ Sign in on *monthly* attendance sheet (Sign in to Member Tracking System (last name, first name) *Club/Program Director will go into further detail*
- ▶ Grab a volunteer tag
- ▶ Report to Club/Program Director or program staff you have been assigned to for your assignment for the day

SIGN OUT PROCEDURES

- ▶ Sign out *after* your shift has ended
- ▶ Sign out on *monthly* attendance sheet
- ▶ Sign out with the tracking system
- ▶ Return your volunteer tag
- ▶ Remove all personal belongings

HOW TO MAKE AN **IMPACT** AT THE CLUB

- ▶ **I**nteract with club members
- ▶ **M**ature role model
- ▶ **P**ositive reinforcement
- ▶ **A**ctive involvement in program
- ▶ **C**ommunicate with staff
- ▶ **T**ake initiative



GREAT FUTURES START **HERE.**

BOYS & GIRLS CLUB VOLUNTEER EXPECTATIONS

- Keep cell phones in staff office or at front desk.
- Look professional: no inappropriate tattoos/piercings, revealing clothing, or open toed shoes.
- Model appropriate language and positive character traits.
- Refrain from gum chewing and eating (unless given permission and in designated areas).
- Treat members, fellow volunteers, and staff with kindness and respect.
- Refer disciplinary issues to staff members.
- Adhere to assigned schedule; contact Club/Program Coordinator in the event of an absence/change in schedule.
- No relationships with other volunteers, club members, or staff members.

VOLUNTEER DO'S

- ▶ Sign in as soon as you arrive and report to the appropriate staff member for your assignment.
- ▶ Wear your volunteer name tag and/or BGCEC shirt at all times (no exceptions)
- ▶ Call in or email Club/Program Director if you cannot make your assigned time or day - preferably at least one day in advance
- ▶ Do your assigned / agreed upon tasks to the best of your ability
- ▶ Ask questions if unsure about anything
- ▶ Immediately report any incidents or accidents that you witness to a Boys & Girls Club Staff Member

VOLUNTEER DON'TS

- ▶ Do not be alone with a member ever.
- ▶ Do not let a member sit on your lap or have physical contact with members
- ▶ Do not ever make fun of a member, even if just joking around
- ▶ Do not act like you are the same age as our members – be professional!
- ▶ Do not text, tweet, post a photo, update your status, or talk on your cell phone EVER while volunteering
- ▶ Do not leave your assigned area without approval from a staff member

QUESTIONS??

- ▶ If you have any questions please call your local Club/Program Director or the Administrator of Organizational Advancement at 850-344-7587.

Volunteer Safety and Policy Training



Our Mission



- *To inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible, and caring citizens.*
- We can only achieve this mission when we follow the policies and procedures that keep us, and all our kids safe.



Safety Policies & Procedures



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

- Handbook
- Dress Code
- Child Abuse Prevention
- Employee Cell Phone Policy
- Fingerprint/
Background Check
- Incident Management Policy
- Incident/accident reporting
- Supervision and Facilities
- Medication Policy
- Horseplay-Rec. Safety
- Employee Conduct and work rules
- Field Trips
- Member Accountability
- Fire/Weather/Intruder



Dress Code



BGCEC Dress Code & Personal Hygiene Policy

- **Intent**
- Boys & Girls Clubs of the Emerald Coast (BGCEC) requires all employees to present themselves in a professional manner, concerning attire, personal hygiene, and appearance. These standards are commensurate with our organizational practices of appropriate business conduct, professionalism, and dress code. Program Specialists should wear a BGCEC club shirt daily.
- **This Policy Shall Discuss:**
 - 1. Work-appropriate hygiene
 - 2. Acceptable levels of personal grooming
 - 3. Appropriate business attire (Smart Casual)
 - 4. Workplace inappropriate attire
 - 5. Personal protective equipment
 - 6. Policy compliance
- **Hygiene**
 - BGCEC employees are expected to meet hygiene requirements during regular business hours for the duration of their employment.
 - • Maintain personal cleanliness.
 - • Oral hygiene.
 - • Minimize body odors.
 - • No heavily scented perfumes, colognes, and lotions. These can cause allergic reactions, migraines, and respiratory difficulties for some employees.
 - • Clean and trimmed fingernails.
 - • Wash hands after using the restrooms or eating.
- **Personal Grooming**
 - • Clothing must be clean, in good condition, and fit appropriately.
 - • Clean closed-toe shoes.
 - • Neat, clean, and well-groomed hair.
 - • No dark glasses (unless prescribed by a physician).



Jewelry and Tattoos

- BGCEC recognizes that personal appearance is an important element of self-expression and strives not to control or dictate appropriate employee appearance, specifically with regard to jewelry or tattoos worn as a matter of personal choice. The company expects all employees to exercise appropriate judgment with regard to personal appearance, dress, and grooming to be most effective in the performance of their workplace duties.
- BGCEC allows reasonable self-expression through personal appearance unless it conflicts with an employee's ability to perform his or her job effectively or with his or her specific work environment, or it is regarded as offensive or harassing towards others.
- Factors that management will consider when determining whether jewelry or tattoos pose a conflict with the employee's job or work environment include:
 - Personal safety of self or others, or damage to company property.
 - Productivity or performance expectations.
 - Offensiveness to co-workers, customers, vendors, or others in the workplace.
 - Corporate or societal norms.
 - Customer complaints.
- BGCEC is not responsible for lost or missing valuables.
- If management determines an employee's jewelry or tattoos present such a conflict, the employee will be encouraged to identify appropriate options, such as removal of excess or offensive jewelry, covering of tattoos, transfer to an alternative position, or other reasonable means to resolve the conflict.
- An environment of mutual cooperation, respect, and fair and consistent treatment for all employees is the company's goal. Nonetheless, the company is legally responsible for ensuring that no employees are subject to harassment or a hostile work environment. As an initial step toward the resolution of any complaint or offense under this policy, supervisors, and managers will be responsible for explaining the policy and answering employee questions. If an agreeable solution cannot be reached at that stage, the human resource manager will follow company procedures to resolve the issue.
- **Inappropriate Attire**
- The following items are not permitted by Club Staff working directly with members during regular working hours:
 - Pants that expose the midriff, underwear, or are ripped or have holes
 - leggings or yoga pants that are see-through
 - Bicycle shorts
 - Low-cut tops
 - Halter tops
 - Spaghetti strap tops
 - Tops that expose the midriff or underwear, Crop Tops
 - Graphic T-shirts
 - Miniskirts
 - Any type of clothing that is mesh, sheer, see-through, or otherwise revealing.
 - Any form of clothing that is generally offensive, controversial, disruptive, or otherwise distracting;
 - Any form of clothing that is overtly commercial, contains political, personal, or offensive messages;
 - Plastic flip-flops or sandals
 - Beach footwear



Clarification

- Every BGCEC employee is responsible for exercising sound judgment and common sense for his or her attire at all times. If an employee is deemed to be wearing inappropriate attire, his/her supervisor is responsible for coaching the employee accordingly.
- Individual situations relating to appropriate workplace attire may be addressed on a case- by-case basis. If you have questions about these guidelines or particular business areas' dress requirements, contact the Human Resources Department

Compliance

- The first time an employee appears for work inappropriately dressed, they will be sent home and directed to return to work in appropriate attire. Under such circumstances, employees will not be compensated for their time away from work.
- If departure from appropriate grooming, hygiene, and attire standards continues, it will result in employee counseling and/or disciplinary action up to and including termination of employment.
- Theme days are occasionally approved by BGCEC and/or the appropriate department when a deviation from these guidelines is appropriate, and when the business necessities will not be affected.
- Personal appearance standards may be reviewed periodically and updated as deemed necessary.





BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Child Abuse Prevention



Child Abuse Prevention

- The priority of the Boys & Girls Clubs of the Emerald Coast is the physical and emotional safety of its members, staff, and volunteers. Boys & Girls Clubs of the Emerald Coast maintains a zero-tolerance policy for child abuse.
- Boys & Girls Clubs of the Emerald Coast implements policies and procedures for members, employees, volunteers, visitors, or any victims of sexual abuse or misconduct to report any suspicion or allegation of abuse.

DEFINITIONS

- **One-on-Contact Prohibition:** Boys & Girls Clubs of the Emerald Coast prohibits isolated one-on-one interaction between Club participants and staff or volunteers, including board members. This includes prohibiting one-on-one contact at any time at the Club, in vehicles, or by phone, text, social media, or any other means.
- Exceptions may only be made when delivering approved medical or counseling services by a licensed, trained therapist or similar professional according to professional guidelines. All staff and volunteers are strictly prohibited from meeting Club participants outside of any Club-sponsored activities. The only exception to this rule is if the Club participant is a child or sibling of a staff member or volunteer.
- **Child abuse** is when an adult or another child, whether through action or by failing to act, causes serious emotional or physical harm to a child. Sexual abuse or misconduct may include but is not limited to:
 - Any sexual activity, involvement, or attempt of sexual contact with a person who is a minor (under 18 years old).
 - Sexual activity with another who is legally incompetent.
 - Physical assault or sexual violence, such as rape, statutory rape, abuse, molestation, or any attempt to commit such acts.
 - Unwanted and intentional physical conduct that is sexual in nature, such as touching, pinching, patting, brushing, massaging someone's neck or shoulders, and/or pulling against another's body or clothes.
- Inappropriate activities, advances, comments, bullying, gestures, electronic communications, or messages (e.g., by email, text, or social media)



- **Grooming** is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation, or trafficking. Grooming behaviors may include but are not limited to:
 - Targeting specific youth for special attention, activities, or gifts.
 - Isolating youth from family members and friends physically or emotionally. This can include
 - one-on-one interactions such as sleepovers, camping trips, and day activities.
 - Gradually crossing physical boundaries, full-frontal hugs that last too long, lap sitting, or other “accidental” touches.
- **MANDATED REPORTING**
- **Every staff member or volunteer of The Boys & Girls Clubs of the Emerald Coast who becomes aware of or has suspicion of child abuse or neglect must immediately report to Club leadership. Individuals who are aware of or suspect abuse are responsible for reporting the incident immediately to the appropriate authorities according to statewide mandated reporting laws, as well as to the Boys & Girls Clubs of the Emerald Coast Leadership team immediately.**



PHYSICAL INTERACTIONS

Every staff member and volunteer of the Boys & Girls Clubs of the Emerald Coast is required to maintain appropriate physical contact with minors.

Appropriate and inappropriate interactions include but are not limited to the following:

Appropriate	Inappropriate
• Side hugs • Handshakes • High-fives and hand slapping • Holding hands (with young children in escorting situations)	• Full-frontal hugs or kisses • Showing affection in isolated area • Lap sitting • Wrestling or piggyback/shoulder rides • Tickling • Allowing youth to cling to an adult's leg

VERBAL INTERACTIONS

Every staff member and volunteer of Boys & Girls Clubs of the Emerald Coast is required to maintain appropriate verbal interactions with minors. Appropriate and inappropriate interactions include but are not limited to the following:

Appropriate	Inappropriate
• Positive reinforcement • Child-appropriate jokes (no adult content) • Encouragement • Praise	• Name calling • Inappropriate jokes (adult-only content) • Discussing sexual encounters or personal issues • Secrets • Profanity or derogatory remarks • Harsh language that may frighten, threaten, or humiliate youth



- **ABUSE AND SAFETY RESOURCES**

- Boys & Girls Clubs of the Emerald Coast prominently displays BGCA-approved collateral that shares ethics hotline, crisis text line and safety helpline information with members, staff, volunteers, and families. We also share all safety policies with parents and guardians upon receiving a youth membership application.

- **Prohibition of Private One-on-One Interaction Policy**

- Boys & Girls Clubs of the Emerald Coast is committed to providing a safe environment for members, staff and volunteers. To further ensure their safety, the organization prohibits all one-on-one interactions between Club members and staff and volunteers (including board members). All staff and volunteers must abide by the following:
 - 1:20 Ratio for staff and members
 - Ensure all meetings and communications between members and staff or volunteers are never private (see definition below).
 - Ensure in-person meetings take place in areas where other staff and/or members are present.
 - Communicate to another staff member whenever an emergency arises that necessitates an exception to this policy.
 - Never initiate private or isolated one-on-one contact with a member.
 - Never have a private or isolated meeting or communication with a member. This includes in-person meetings and virtual communications such as texting, video chat, and social media between only a staff member or volunteer and a
 - single member.
 - Never transport one Club member at a time. This includes transportation in Club or leased vehicles.



- Exceptions may only be made when delivering medical or counseling services by
- a licensed, trained therapist or similar professional. All exceptions shall be documented and provided to Club leadership in advance.
- If an emergency arises that necessitates an exception to this policy, the emergency exception shall be communicated to Club leadership as soon as practicable, and ideally before engaging in one-on-one interaction.
- **ONE-ON-ONE INTERACTION POLICY GUIDANCE**
- The following guidance should be used when implementing related policies and procedures.
- **Definition of one-on-one interaction**
- One-on-one interaction is defined as any private contact or communication (including electronic communication) between any Club participant and an adult, including adult staff, minor staff, volunteers, board members, and others who might encounter members during regular programming and activities.
 - **Private** contact/communication is any communication, in person or virtual, that is between one youth member and one adult (18 or over) that takes place in a secluded area, is not in plain sight, and/or is done without the knowledge of others. Private places can include but are not limited to vehicles, rooms without visibility to others, private homes, and hotel rooms. Examples of private contact include but are not limited to:
 - Meeting behind closed doors (in rooms without windows or visible sightlines) or any spaces that are not visible to others.
 - One staff member transporting one member in a vehicle.
 - Electronic communications (text, video, social media, etc.) between one member and one staff member or volunteer.
 - **Public contact/communication** is any communication or meeting, in person or virtual, that is between at least three individuals, including two staff and one member, one staff and two members or variations of these combinations. Examples of public contact include but are not limited to:
 - Meeting in plain sight of others (e.g., in a quiet corner of an active games room).
 - Transporting members via public transportation (bus, taxis, train, air, etc.) or transporting multiple members.
 - Electronic communications (text, video, social media, etc.) between multiple members and adults (e.g., group chats).
- Public places can include but are not limited to buses, airports, shopping malls, restaurants, and schools



Impact on mentoring programs

- Mentorship is a key component of Boys & Girls Club programming and has a tremendous positive impact on members. The prohibition of one-on-one interaction does not have to negatively affect mentor programs and/or relationship building. Mentors can adjust their practices to include:
 - Holding mentor and coaching sessions in areas where other staff and/or members are present or can see you – for example, in large rooms where meetings are visible but not heard.
 - Copying parents, staff, or other members (when appropriate) on written and/or electronic communications.
 - Scheduling meetings during Club hours and at the Club site.
 - Documenting interactions between mentors and youth.
- **Impact on partnerships with local mentoring organizations**
 - All local mentors are required to abide by Club policies, including background check requirements and the prohibition of one-on-one interaction.
 - External mentors are required to abide by all Club safety policies and procedures.
 - A written agreement should be in place to determine how and when the external organization assumes custody and responsibility of the member; these procedures should be clearly communicated to parents or guardians.
 - Every interaction between mentor and youth will be documented and maintained
- **Impact on travelling to off-site events and activities**
 - When traveling to external events such as Keystone, Youth of the Year, or other off-site events, the one-on-one policy shall continue to be followed.
 - Should the Club take responsibility for transporting members to and/or from an event, one staff member should not transport one single child at any time in a vehicle. Accommodations shall be made to ensure at least three people (two staff and one member or one staff and two members) are together when traveling. As an alternative, public transportation may be used (e.g., taxi, Uber, public transport).
 - If this arrangement presents staffing or budget challenges, consider the following:
 - Inviting parents or guardians to attend and/or chaperone their child.
 - Including additional youth (e.g., Junior Youth of the Year) and/or staff in travel plans.
 - Coordinating with other Clubhouses or nearby organizations to travel together.
 - Travelling with additional staff or members.



- Parents and guardians should also provide written consent in each instance in which a member travels to any off-site event. NOTE: Parents or guardians are never allowed to provide consent for one-on-one interaction.
- Similar practices should be in place when coordinating field trips.

- **Impact on transportation to and from the Club**

- When transporting members to and/or from a Club-sponsored event or activity, single members should not be transported alone with one staff person.
- Consider the following to accommodate single children:
 - Modify bus or van routes so single children aren't picked up first or dropped off last.
 - Use a bus aide if available.
 - Pick up and drop off children in groups.
 - Modify staff schedules to ensure multiple staff are present.



Exceptions to policy

- Exceptions to the one-on-one policy can be made under the following circumstances:
 - When delivering medical or counseling services by a licensed, trained therapist or similar professional (e.g., counselors, social workers).
 - When the emotional or physical safety of a member is at risk and private, one-on-one communication is deemed necessary by Club leadership.
 - In emergency situations that could create a safety risk, exceptions can be made (e.g., if a member is not picked up by a parent and leaving them alone at the Club could be a safety risk).
- Should exceptions need to be made, the Club shall have policies in place to monitor interactions, including but not limited to:
 - Disclosing the meeting to Club leadership and regularly checking in with the member and adults during conversations.
 - Placing time limits on conversations.
 - Meeting in rooms with clear sight lines (e.g., rooms with windows or glass doors).
 - Documenting the interaction. In an emergency, disclosing the situation to another staff member before engaging in one-on-one interaction.



SUPERVISION

- Boys and Girls Clubs of the Emerald Coast is committed to providing a safe environment. All Club activities and program spaces shall always be under continuous supervision by sight or sound (for restroom supervision) by an appropriate adult staff (18 or over). To ensure appropriate supervision, staff and volunteers:
 - Must abide by the prohibition of private one-on-one interaction policy.
 - Must abide by all the organization's disciplinary policies and procedures.
 - Must ensure that at least one adult staff (18 and over) is present when supervising members.
 - Must always maintain proper supervision ratios.
 - Must be trained on appropriate supervision tactics and behavior patterns.
 - Must ensure that all youth staff and volunteers are supervised by an adult (18 and over) staff member.
 - Must immediately notify Club leadership and/or submit written reports detailing supervision issues, accidents or critical incidents.
 - Must never use electronic devices such as cell phones, PDAs or other communication devices while supervising members unless for Club purposes, as defined in the Acceptable Technology Use Policy.

RESTROOM USAGE

- Boys & Girls Clubs of the Emerald Coast is committed to providing a safe, clean environment and enforces the following restroom policy for members, staff, volunteers, and other adults.
 - There will be either a designated adult restroom or procedures to ensure adults and minors never utilize a restroom at the same time.
 - Club will either have single-user restrooms or multi-user restrooms with single stalls that can be secured from the inside.
 - When using restrooms at public facilities during field trips, a minimum of three youth will be escorted by one staff member, who will wait outside the main entrance of the restroom.

RESTROOM MONITORING

- Restrooms shall be regularly monitored by designated staff according to a schedule set by Club leadership. Monitoring includes walk-throughs, inspections and/or any (but not necessarily all) of the best practices outlined below:



RESTROOM MONITORING

- Restrooms shall be regularly monitored by designated staff according to a schedule set by Club leadership. Monitoring includes walk-throughs, inspections and/or any (but not necessarily all) of the best practices outlined below:
 - Implementing procedures to limit the number of children using restrooms at the same time.
 - Prohibiting younger children and teens from sharing a restroom.
 - Positioning staff near restroom entries to maintain auditory supervision of space.
 - Designing or renovating multi-user restrooms to eliminate outer doors, while maintaining privacy with individual stalls.
- Staff observing unacceptable restroom conditions or incidents shall:
 - Immediately notify Club leadership of the incident.
 - Document, in writing, restroom conduct incidents and report them to Club leadership as soon as possible in compliance with the Club's Incident Reporting Policy.

ENTRANCE AND EXIT CONTROL

- All facility entries and exits shall be controlled and monitored by paid adult staff (18 or over) during all hours of operation, along with a system to monitor and track everyone who is in the facility.
- All exit doors shall have an audible alarm to discourage unauthorized use to exit or enter the facility.
- Only designated adult staff (18 or over) shall be authorized to possess keys and/or badges to open any facility. If an employee is supervising a scheduled activity, they shall be responsible for the security of the program space.

FACILITY CONDITION

- All program spaces shall have clear lines of visibility and be monitored by adult staff when in use. Areas that are not in use shall remain locked and only accessible by adult staff.
- All interior and exterior spaces, hallways, stairs, and stairways shall be monitored, maintained, well-lit, clean, and free of hazards and obstructions. All storage closets and other unused spaces are to be locked during operational hours.
- Damages to facilities shall be repaired in a reasonable manner. Damages that pose an imminent risk to the health and safety of members, staff or volunteers shall be repaired immediately. If the immediate repair to damage that poses an imminent risk is not possible, Club leadership shall determine whether temporary or permanent closure of the facility may be required. Any damage to a facility that results in an incident deemed critical to the organization shall be reported to the appropriate authorities as a critical incident.

FOOD AND DRINK

- Any distribution, preparation, or consumption of food and/or drink at any facility shall comply
- with all applicable food services sanitation and public health codes. If food is prepared and served on site, required city or county health department inspection certificates shall be posted. Any dangerous kitchen utensils, including knives, shall be properly and securely stored





BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Employee Cell Phone Policy



Club Staff- Personal Device Policy

- The Boys & Girls Clubs of the Emerald Coast adopts this policy to maintain a safe and secure environment for members, staff, volunteers and others.
- **A PERSONALLY OWNED DEVICE** includes all staff-owned existing and emerging technologies and devices that can take photographs, play and record audio or video, input text, upload and download content and/or media, and transmit or receive messages or images.
- Personally owned devices are **NOT** permitted for use during Club time. The Club expressly prohibits the use of personally owned devices in locker rooms, restrooms and other areas where there is an expectation of privacy.
- Club and Program Directors are the only employees at each Club that are authorized to have a personal device on their persons for Club purposes only.
- **CLUB PURPOSES** include, but are not limited to, the delivery of program activities, accessing sanctioned training or career development opportunities, communication with experts and/or authorized Club Staff and for Club purposes, or management of other Club activities, such as incident reporting. Staff are expected to act responsibly and thoughtfully when using technology resources.
- Any inappropriate use of a personally owned device by any Club employee, as determined by a supervisor, can lead to disciplinary action including, but not limited to, confiscation of the device, immediate suspension from the Club, termination of employment or volunteer assignment, or other disciplinary actions determined to be appropriate to the Club's existing disciplinary policies including, if applicable, referral to local law enforcement.
- **INAPPROPRIATE COMMUNICATION** includes, but is not limited to, obscene, profane, lewd, vulgar, rude, inflammatory, threatening, sexual content, or disrespectful language or images typed, posted or spoken by staff or members; information that could cause conflict; drama; personal attacks, including prejudicial or discriminatory attacks; harassment (persistently acting in a manner that distresses or annoys another person) or stalking others; knowingly or recklessly posting false or defamatory information about a person or organization; and



- communication that promotes the destruction of property, including the acquisition or creation of weapons or other destructive devices. If a staff is told to stop sending communications, that staff must cease the activity immediately.
- Staff must be aware of the appropriateness of communications when using Club or personally owned devices. Inappropriate communication is prohibited in any public messages, private messages and material posted online by members.
- Staff may not use any technology to harass, threaten, demean, humiliate, intimidate, embarrass, or annoy others. This behavior is cyberbullying, which is bullying that takes place using existing or emerging technologies and devices. Examples of cyberbullying include, but are not limited to, harassing, threatening, or mean text messages, emails, or comments on social media; rumors sent by email or posted on social networking sites; and use of embarrassing pictures, videos, websites or fake profiles. Any cyberbullying that is determined to disrupt the safety and/or well-being of the Club, Club Staff, Club members, or community is subject to disciplinary action.





BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Fingerprint/ Background Check



Purpose

Boys & Girls Clubs of the Emerald Coast is committed to selecting and retaining the best staff and volunteers to serve its youth. As part of the initial selection process and on an ongoing basis, BGCEC will:

- Use E-Verify to confirm the eligibility of their employees to work in the United States. E-Verify employers verify the identity and employment eligibility of newly hired employees by electronically matching the information provided by employees on the Form I-9, Employment Eligibility Verification, against records available to the Social Security Administration (SSA) and the Department of Homeland Security (DHS).
- Conduct criminal background checks of all employees, Board volunteers, volunteers who serve on committees, advisors, or otherwise.
- Conduct background checks on all volunteers, including minors who have direct, repetitive contact with Club members.
- We use Starpoint for background checks and this includes a verification of the applicant's identity and aliases via social security number identification, a complete search of national and state sex offender registries, a comprehensive criminal search that includes a national search using both state and federal databases, and a thorough and comprehensive manual state and local county criminal database search that includes the courthouses of Okaloosa, Walton, Santa Rosa, and Escambia Counties.

Policy:

Name-based or fingerprint-based record searches may be used in any combination but shall, at a minimum, (a) verify the person's identity and legal aliases, (b) provide a National Sex Offender Registry search, and (c) provide a national criminal record search.

All background checks shall be conducted and results must be received back prior to employment.

You will not be eligible for hire should you:

- Refuse to consent to a criminal background check
- Make an intentionally false statement in connection with a such criminal background check.
- Be registered, or be required to be registered on a State or National sex offender registry



- Have been arrested with disposition pending or found guilty of, regardless of adjudication, or entered a plea of nolo contendere or guilty to or have been adjudicated delinquent and the record has not been sealed or expunged for, any offense prohibited under any of the following provisions listed on the affidavit of good moral character.

Procedure:

- All potential new employees will be sent for Level II fingerprinting.
- The Human Resources Office will be responsible for receiving the information via a secure website from the AHCA.
- When clearance is obtained, the appropriate department will be notified that the individual can assume his/her full duties.
- If criminal history information is received by the Human Resources Office, an assessment will be made on an individual basis as to the relevance of the offense to the position being pursued, and the age of the offense in consultation with the Chief Executive Officer.
- Employees will also be placed on a subsequent arrest list and BGCEC will be updated automatically for felony arrests.
- In consultation with the Chief Executive Officer, assessments will be made on an individual basis as the relevance of the offense, taking into account the position which the employee holds.
- Human Resources will also complete a search on the State or National sex offender registry.
- An individual who has not been cleared through this process will not be allowed to work in a capacity where the specific exposure exists until such clearance is obtained. In some instances, individuals will be allowed to be in a team with a cleared individual for training purposes or may work in a capacity where the exposure does not exist, pending clearance.



Incident Management Policy



Staff and volunteers must at a minimum immediately report and document all safety incidents that might affect staff, volunteers, members, and others who visit the Club.

GENERAL INCIDENT DESCRIPTION

Safety incidents can include but are not limited to:

- Inappropriate activity between adults (18 and over) and youth.
- Inappropriate activity between multiple youths.
- Inappropriate activity between adults
- Allegations of abuse.
- Bullying behavior.
- Inappropriate electronic communications between adults (18 or over) and youth.
- Inappropriate electronic communication between youth
- Minor and major medical emergencies.
- Accidents, including slips and falls.
- Threats made by or against staff, volunteers, and/or members.
- Physical assaults and injuries, including fights.
- Missing children.
- Criminal activity, including theft and robbery, and destruction of property.
- Drug, alcohol, and tobacco use on the property
- Other incidents as deemed appropriate by Club leadership.

Safety incidents include those that occur during Club programs, on Club premises, and/or during a Club- affiliated program or trip.

INTERNAL INCIDENT REPORTING

Any employee or volunteer who becomes aware of an incident, as defined in this policy, shall immediately complete an incident report, and submit the incident to Club leadership.

The following information shall be included in an Incident Report:

- Date and location
- Incident details (if applicable)
- Witnesses and contact information
- Names of all involved (youth and staff if applicable)
- All notifications made (first responders, parents, leadership, etc.)



EXTERNAL INCIDENT REPORTING

Boys & Girls Clubs of the Emerald Coast follows all applicable mandated reporting statutes and regulations and all applicable federal, state, and local laws (including those around licensing, for licensed organizations) for the protection and safety of youth. Types of incidents reported include but are not limited to:

- Inappropriate activity between adults (18 or over) and youth.
- Inappropriate activity between multiple youths
- Allegations of child abuse
- Any form of child pornography
- Criminal activity, including assault, theft, and or robbery
- Children missing from the premises.

INCIDENT INVESTIGATION

Boys & Girls Clubs of the Emerald Coast takes all incidents seriously and is committed to supporting external investigations of all reported incidents and allegations or internal investigations by the Safety Committee when not an externally reportable incident.

Federal, state, and local criminal and or mandated child abuse reporting laws must be complied with before any consideration of an internal investigation. The internal investigation should never be viewed as a substitute for a required criminal or child protective services investigation.

In the event that an incident involves an allegation against a staff member, volunteer, or Club member, the Club shall suspend that individual immediately (employees with pay) and maintain the suspension throughout the course of the investigation.

BGCA CRITICAL INCIDENT REPORTING

Each Member Organization shall immediately report any allegation of abuse or potential criminal matter to law enforcement. In addition, each Member Organization shall report the following critical incidents to BGCA within 24 hours:

- a. Any instance or allegation of child abuse, including physical, emotional or sexual abuse; sexual misconduct or exploitation (Club-related or not) against any child by a current employee or volunteer; or any Club-related instance by a former employee or volunteer.
- b. Any instance or allegation of child abuse, including physical, emotional or sexual abuse; or sexual misconduct or exploitation by a youth towards another youth at a Club site or during a Club-sponsored activity.
- c. Any child who might have been abducted or reported missing from a Club site or Club-sponsored activity.
- d. Any major medical emergency involving a child, staff member or volunteer at a Club site or during a Club-sponsored activity leading to extended hospitalization, permanent injury or death; or a mental health crisis with a child requiring outside care.



- a. Any instance or allegation of abuse, including physical, emotional or sexual abuse, sexual misconduct, harassment or exploitation (Club-related or not) involving any staff member; or any Club-related instance or allegation of abuse, including physical, emotional or sexual abuse, sexual misconduct harassment or exploitation against a volunteer or visitor.
- b. Any failure to comply with requirements set forth by childcare licensing agencies or organizations.
- c. Any known or suspected felony-level criminal act committed at a Club site or during a Club-sponsored activity.
- d. Any misappropriation of organizational funds in the amount of \$10,000 or greater, or any amount of federal funds.
- e. Any criminal or civil legal action involving the organization, its employees or volunteers, as well as any changes in the status of an open organization-related legal action.
- f. Negative media attention that could compromise the reputation of the Member Organization or the Boys & Girls Clubs of America brand.
- g. Any other incident deemed critical by the Member Organization.

Failure to report safety incidents to Boys & Girls Clubs of America could result in a funding hold or the organization being placed on provisional status.





BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Supervision and Facilities



SUPERVISION

Boys and Girls Clubs of The Emerald Coast is committed to providing a safe environment. All Club activities and program spaces shall always be under continuous supervision by sight or sound (for restroom supervision) by an appropriate adult staff (18 or over). To ensure appropriate supervision, staff, and volunteers:

- Must abide by the prohibition of private one-on-one interaction policy.
- Must abide by all the organization's disciplinary policies and procedures.
- Must ensure that at least one adult staff (18 and over) is present when supervising members.
- Must always maintain proper supervision ratios, currently 1:25.
- Must be trained on appropriate supervision tactics and behavior patterns.
- Must ensure that all youth staff and volunteers are supervised by an adult (18 and over) staff member.
- Must immediately notify Club leadership and/or submit written reports detailing supervision issues, accidents, or critical incidents.
- Must never use electronic devices such as cell phones, PDAs, or other communication devices while supervising members unless for Club purposes, as defined in the Acceptable Technology Use Policy.

RESTROOM USAGE

Boys & Girls Clubs of the Emerald Coast is committed to providing a safe, clean environment and enforces the following restroom policy for members, staff, volunteers, and other adults.

- There will be either a designated adult restroom or procedures to ensure adults and minors never utilize a restroom at the same time.
- Club will either have single-user restrooms or multi-user restrooms with single stalls that can be secured from the inside.
- When using restrooms at public facilities during field trips, a minimum of three youths will be escorted by one staff member, who will wait outside the main entrance of the restroom.

RESTROOM MONITORING

Restrooms shall be regularly monitored by designated staff according to a schedule set by Club leadership. Monitoring includes walk-throughs and inspections and the following:

- Ensure that only one member at a time is using the restroom.
- Prohibit younger children and teens from sharing a restroom.
- Position staff near restroom entries to maintain auditory supervision of space.



Staff observing unacceptable restroom conditions or incidents shall:

- Immediately notify Club leadership of the incident.
- Document, in writing, restroom conduct incidents and report them to Club leadership as soon as possible in compliance with the Club's Incident Reporting Policy.

ENTRANCE AND EXIT CONTROL

- All facility entries and exits shall be controlled and monitored by paid adult staff (18 or over) during all hours of operation, along with a system to monitor and track everyone who is in the facility.
- All exit doors shall have an audible alarm to discourage unauthorized use to exit or enter the facility.
- Only designated adult staff (18 or over) shall be authorized to possess keys and/or badges to open any facility. If an employee is supervising a scheduled activity, they shall be responsible for the security of the program space.

FACILITY CONDITION

- All program spaces shall have clear lines of visibility and be monitored by adult staff when in use. Areas that are not in use shall remain locked and only accessible by adult staff.
- All interior and exterior spaces, hallways, stairs, and stairways shall be monitored, maintained, well-lit, clean, and free of hazards and obstructions. All storage closets and other unused spaces are to be locked during operational hours.
- Damages to facilities shall be repaired in a reasonable manner. Damages that pose an imminent risk to the health and safety of members, staff, or volunteers shall be repaired immediately. If the immediate repair to damage that poses an imminent risk is not possible, Club leadership shall determine whether temporary or permanent closure of the facility may be required. Any damage to a facility that results in an incident deemed critical to the organization shall be reported to the appropriate authorities as a critical incident.

FOOD AND DRINK

- Any distribution, preparation, or consumption of food and/or drink at any facility shall comply with all applicable food services sanitation and public health codes. If food is prepared and served on-site, required city or county health department inspection certificates shall be posted. Any dangerous kitchen utensils, including knives, shall be properly and securely stored.





BOYS & GIRLS CLUBS
OF ANY LOCATION
WITH A VERY LONG NAME

Employee Conduct and Work Rules



- To ensure orderly operations and provide the best possible work environment, the Boys & Girls Clubs of the Emerald Coast, Inc. expects employees and volunteers to follow rules of conduct that will protect the interests and safety of all employees, club members, volunteers, and the organization.
- It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. However, conduct not specifically listed below which adversely affects the interests of the Boys & Girls Clubs of the Emerald Coast, Inc. may also result in disciplinary action, up to and including termination of employment.

Types of behavior prohibited by the Rules of Conduct include, but are not limited to:

- It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. However, conduct not
- Specifically listed below which adversely affects the interests of the Boys & Girls Clubs of the Emerald Coast, Inc. may also result in disciplinary action, up to and including termination of employment. Types of behavior prohibited by the Rules of
- Conduct include, but are not limited to:
 - Theft or inappropriate removal or possession of property
 - Falsification of timekeeping records
 - Working under the influence of alcohol or illegal drugs



- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Fighting or threatening violence in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Violation of safety or health rules
- Sexual or other unlawful or unwelcome harassment or discrimination
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace, subject to Florida Statute § 790.251
- Excessive absenteeism or any absence without notice
- Inappropriate behavior with club members, including hitting, grabbing, or touching a club member
- Being alone with a club member in the club, or at a club sponsored event
- Transporting a club member with a personal vehicle (also referenced in the Use of Equipment and Vehicles section)
- Taking unauthorized pictures or videos of members with personal cameras, cell phones, or other personal devices
- Violation of personnel policies
- Unsatisfactory performance or conduct

Because of the nature of our work, proper employee conduct is essential at all times. Again, the Boys & Girls Clubs of the Emerald Coast, Inc. outlines these Rules of Conduct as guides and reminders. The list is not all-inclusive. Again, the Boys & Girls Clubs of the Emerald Coast, Inc. outlines these Rules of Conduct as guides and reminders. The list is not all-inclusive.



Medication Policy



- Medication is **NOT** to be given to Club Members by Club Staff.
- Parents will need to come to the Club to administer medication.
- **Only PRESCRIBED** Inhalers or epi-pens will be allowed to be kept at the Club, but **they must be kept in the front office and there must be a signed medical authorization form on file.**
 - Every year this form should be updated to keep all records current.
 - Expired inhalers/epi-pens should be returned to parents.



Transportation & Field Trips



Transportation Policy & Guidance

The Boys & Girls Clubs of the Emerald Coast is committed to providing a safe environment and enforces the following transportation policy for members, staff, volunteers and other adults.

The Club only provides transportation to and from the Club and various approved off-site locations. The Club only transports youth in Club vehicles or other vehicles approved by Club leadership.



STAFF SHALL NOT:

- Transport Club members in personal vehicles.
- Transport one member at a time.
- Use electronic devices such as cell phones, PDA's or other communication devices while transporting members to and from the Club or Club related activities.

STAFF SHALL:

- Only transport members in official Club vehicles.
- Ensure at least three individuals are present when transporting members.
- Abide by the one-on-one policy when transporting members.
- Keep an updated list of all youth who are transported to and from the Club and Club related activities.

DRIVERS SHALL:

- Keep a log of all youth who are picked up and dropped off.
- Perform regular checks to ensure all members are picked-up and dropped-off at the appropriate times and locations.
- Immediately notify Club leadership if there is a delay or issue with transporting members to and from the Club or Club related activities.
- Submit written reports detailing issues or incidents involving transporting members to and from the Club or Club related activities.



Vehicle Evacuation



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

WHEN TO EVACUATE:

- Evacuations should only be performed when students are in danger. For instance, after most “fender-bender” bus crashes, children will usually be safer inside the bus until emergency help arrives.
- If they are safer inside the bus do not evacuate

REASONS FOR AN EMERGENCY EVACUATION:

- Fire or smoke on the bus
- Inoperable bus in danger of being hit by other vehicles (i.e., on a railroad track, on the edge of an embankment, under the brink of a hill, on a sharp curve, heavy fog conditions)
- Flooding conditions

- **THE PURPOSE OF AN EVACUATION PLAN IS TO CLARIFY EXACTLY WHO DOES WHAT IN AN EMERGENCY!!**

EMERGENCY EXITS:

- Front Door
- Windows
- Roof Hatch
- Rear Door
- Exit Procedures
- Leave Personal Belonging Behind
- Point to a Spot to Meet



Field Trips



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

- Before each Field Trip, review transportation safety rules.
- Remember that field trips are a privilege and not a right. If members cannot behave on the bus, then we will not transport them.

FIELD TRIP DO'S AND DON'TS

- Ensure that the member has permission to attend with a signed form
- Match head counts to the roster and make sure it matches
- Do headcount once members have loaded the bus
- Once you arrive at destination, do another headcount after you exit bus

While on field trip:

- Never let a child go to the bathroom by themselves
- Ensure everyone has a partner or buddy
- Do headcounts periodically throughout the trip
- Ensure that members know they are representing the BGC and must always follow all rules
- Ensure that members have a BGC T-shirt on
- Ensure that members have a BGC bracelet on (if provided)
- Before leaving a field trip make sure that at least 2 people have done headcounts



Fire/ Weather/ Intruder Drills



• FIRE, GAS LEAK OR EXPLOSION



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

- Pull the Fire Alarm
- Evacuate in calm orderly fashion using the safest possible exit, including the windows
 - Under 2 minutes for one story building
 - Under 3 minutes for two story building
 - Designate staff to check bathrooms
 - Bring copy of daily roster
- Complete a Roll Call.
- Remain in area until released by proper authorities
- Report Details to Authorities.



Inclement Weather

- Remain Calm and reassure members
- Take to designated safe area
 - Interior rooms/walls away from windows
 - Hallways & Bathrooms are available options
- Complete a Roll Call.
- Assess medical conditions and provide first aid
- Listen to public safety agencies for updates/instructions
- Remain in area until released by proper authorities



Intruder



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Procedures for the person who sees an unauthorized intruder

- If weapons are visible, call 9-1-1 immediately.
- Notify all staff on walkie talkie by radioing code word
- Initiate lockdown procedure
- Notify Unit Director and/or VPO

Witness to a hostage situation

- If the hostage taker is unaware of your presence, do not intervene.
- Call 9-1-1 immediately, if possible, give the dispatcher details of the situation and ask for assistance from the hostage negotiation team.
- Notify all staff on walkie talkie by radioing code word
- Initiate lockdown procedure
- Seal off the area near the hostage situation to the greatest extent possible.
- Notify the Unit Director and/or VPO

If hostage is taken

- Follow instructions of the witness to a hostage situation...
- Try not to panic. Calm members if they are present.
- Treat the hostage taker as normally as possible. Be respectful. Ask permission to speak, do not argue or make suggestions.
- DO NOT LET THE INTRUDER TAKE YOU OUT OF THE BUILDING.



Lockdown



BOYS & GIRLS CLUBS
OF THE EMERALD COAST

- IMMEDIATELY open your door and look both ways. If you see a student, get him/her inside immediately.
- At the same time you should be locking your door. Remain inside, opening the door to NO ONE without the password, _____.
- Cover the window glass in your door, to prevent an intruder from viewing the inside of the room.
 - Keep students quiet, to avoid alerting an intruder to your presence.
 - Take roll, adding any extra students to it.
 - Your room will be called via walkie talkie.
 - Make sure you stay out of sightline.
- Be patient and call on the walkie if you have information to give such as where the intruder is.
- Be ready to list the students you have custody of when you are called over the intercom, including the “extras”.
 - Limit the use of cell phones except to report injury.

Special Notes

- If, as you are locking these rooms, you encounter any students who were left in the hall or bathroom, take them immediately. It is critical that you not delay in locking your class in safely. If you cannot get a student inside within 30 seconds, it becomes more important to safely lock yourself in with your class.
- Once you are locked down, do not open the door for any reason, even if fire alarm is going off, or any person without the “all clear” signal with password.





Boys & Girls Clubs of the Emerald Coast

SAMPLE JOB DESCRIPTIONS

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Certified Teacher (21 st Staff, Part-Time).....	1
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POSITION DESCRIPTION

REPORTS TO: Program/Club Director

Revised: 05/11/2022

TITLE: 21st CCLC Certified Teacher

Part Time – Non-Exempt

PRIMARY FUNCTION:

Plans, implements, supervises and evaluates academic activities of the 21st 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:

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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:

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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 21st 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:

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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,



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:

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Signed by: _____
Area Director Date

Approved by: _____
Vice President of Operations Date





POSITION DESCRIPTION

TITLE: VP of Human Resources

REPORTS TO: Chief Executive Officer

Full-Time/Exempt

Position Description: As a key member of the Executive Management team, the VP of Human Resources 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.

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Signed by: _____

VP of Human Resources

_____ 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. Page 18



POSITION DESCRIPTION

TITLE: VP of Creative Development

REPORTS TO: CEO

Full-Time/Exempt

PRIMARY FUNCTION:

The Director of Creative Development works with the Chief Executive Officer and board to plan and execute resource development strategies and monitor progress toward goals. The Director of Event Advancement supports the Chief Executive Officer by:

- Manage all aspects of event planning, meet strict deadlines, and stay within budget
- Nurture and build relationships with vendors, venues, and other industry contacts while crafting and implementing the creative and logistical aspects of all events
- Remain current (or ahead of the curve) with trends in event planning, design, and production, and proactively identify and solve operational challenges

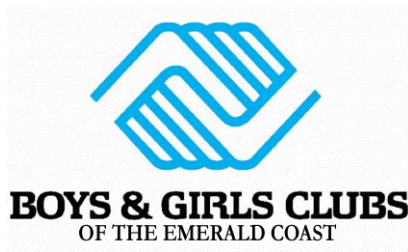
KEY ROLES (Essential Job Responsibilities):

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

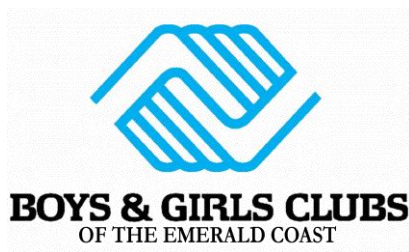
7. Participate in the development, implementation and monitoring of the Club's annual budget, controlling expenditures within budget and maintaining donor and financial records in accordance with standards.
8. Ensure productive and effective performance by all development staff.

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.



POSITION DESCRIPTION

ADDITIONAL RESPONSIBILITIES

- Strategy:
 - Branding, Narrative Development, Concept Creation, Fund Development, Event Management
- Design:
 - Graphics, Illustration, Animations, Collateral, Signage and Promotional Items as needed
- Digital:
 - Social Media, Website, Google My Business as needed
- Media:
 - Media Relations, Press Releases, Digital Media Kit, Media Negotiation and Placement, Editorial Development as needed

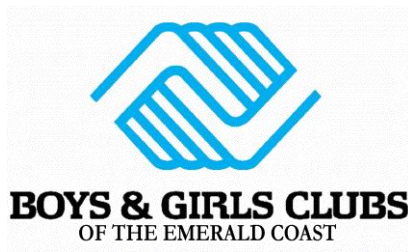
RELATIONSHIPS:

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.



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:

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Signed by: _____

Director of Event Advancement

_____ Date

Approved by: _____

CEO

_____ Date



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: _____
Club Director Date

Approved by: _____
Vice President of Operations Date

Reviewed by: _____
Administrator of Organizational Advancement Date



POSITION DESCRIPTION

REPORTS TO: Club Director

Revised: 07/29/2013

TITLE: Program Director

Full-Time/Exempt

Position Description: As a key member of the Club Management team, the Program Director 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.
- Strategic Planning

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: _____
Program Director Date

Approved by: _____
Club Director Date

Reviewed by: _____
Vice President of Finance & Human Resources 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.
- Strategic Planning

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

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

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

PRIMARY FUNCTION: 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:

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: _____
Youth Development Program Specialist Date

Approved by: _____
Program/Club Director Date

Reviewed by: _____
Administrator of Organizational Advancement Date



Services & Solutions Proposal

August 5, 2020

Boys and Girls Clubs of the Emerald Coast

Attn: Mr. Shervin Rassa and Board of Directors

Prepared by: Shantelle P. Dedicke, CMP

// Hello.

Thank you for the opportunity to present our blend of experience and expertise as you consider a solution provider for your organization. People who have worked with other agencies tend to notice that Frances Roy doesn't look or sound like an agency. We're proud of that - being unpretentious and working hard to serve our client's needs beyond marketing is part of our core values. We found that it's easy to have the skills, expertise, and relevant experience of a traditional agency and none of the downside when we focus on doing our best work all of the time, providing innovative business solutions and building strong and enduring relationships with our clients.

Frances Roy takes an all-encompassing approach to client customer service, and we complement it with a full-service offering of marketing support organized under our four core services.

The four core services Frances Roy provides are Strategy, Design, Digital, and Media. You may have heard the old adage that a goal without a plan is only a dream. Likewise, a marketing effort without a strategy is only a wish. That's why at Frances Roy, every client relationship and project begins with Strategy. Strategy dictates the Design, Digital, and Media elements that will be required to achieve your specific business objectives. Strategy is the foundation for every effort and decision we make on clients' behalf because we are committed to delivering the results you want.

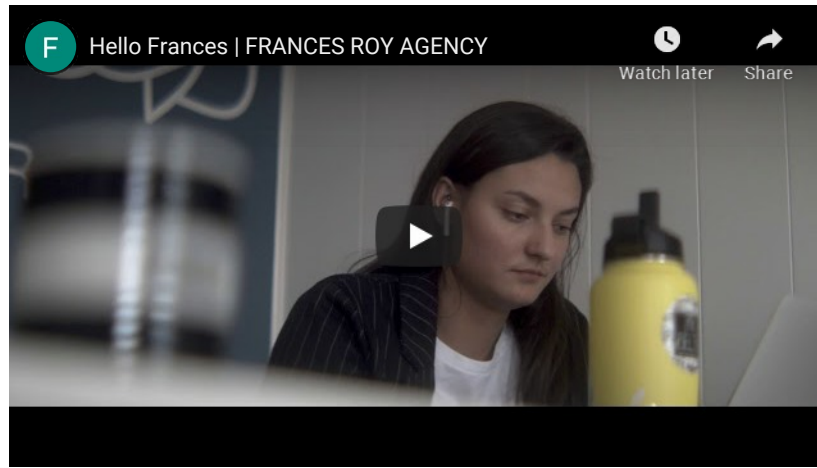
Clients rely on Frances Roy for all types of marketing assistance, and often for help with other business needs beyond what is traditionally considered marketing support. We love analytics as much as anyone - a favorite saying is "data or it didn't happen!" That said, the KPI we rely most heavily on is client satisfaction. Because of our passion for serving our clients, the Frances Roy team will always go above and beyond to help you achieve your organization's goals, regardless if it is part of our four core services.

Should you require more from us, we are just an email or phone call away. I've provided my mobile number below for a direct connection.

Thank you for the opportunity!

Shantelle d.

Shantelle Dedicke, President | Chief Creative Officer @ Frances Roy
shantelle@francesroy.com



// We reach for & achieve more for our clients...

Marion Ruckel Skalicky recommends Frances Roy Agency. August 28, 2018 · 🌐

Six months ago I hired Frances Roy Agency to handle our company's marketing, and I've never looked back. FRA cares about the small details and the big picture, making sure our face to the world is fresh and well-coordinated. They have done everything from business card design, print ads, photography, sales flyers & maps, to billboards, online ads, social media posts, website redesign, and more. I can't say enough wonderful things about this full-service team of professional, creative, positive people. Thank you, [Shantelle Dedicke](#) and the staff of [Frances Roy Agency](#)!

Frances Roy Agency and Frances Warner 1 Comment

Love Comment Share Message

Frances Roy Agency Thank you for your trust in our agency, Marion. Our entire team is better because you push us to work harder and smarter. We will NOT let you down!

Like · Reply · Commented on by [Shantelle Dedicke](#) (?) · 50w

Write a comment...

Heather Ruiz reviewed Frances Roy Agency — 5★ August 29, 2018 · 🌐

As the Senior Director of Marketing & Leasing at Destin Commons, I have been working with Frances Roy Agency for about a year now. They are the AOR for Destin Commons' social media and we just expanded our services to include PR as well. They are a revolutionary group who has assisted us in navigating the uncertain waters of social media during all of the recent algorithm changes through creative and out of the box thinking. They aren't afraid to try something new and push the envelope while still maintaining brand standards and following corporate procedures. They are small enough to work nimbly, but have big agency connections that can ensure your brand, company or product can perform on a large stage if needed.

Frances Roy Agency, Hillaree Michelle, Frances Warner and 3 others 1 Comment

Love Comment Share

Frances Roy Agency Thank you Heather! With each meeting you push our team to increase our knowledge and capabilities. We are a better agency today because of you and your team and we hope to continue working together for many years to come!

Like · Reply · Commented on by [Shantelle Dedicke](#) (?) · 50w

Write a comment...

Kenneth Sheyka reviewed Frances Roy Agency — 5★ June 25, 2017 · 🌐

There are not enough words to express how happy I am that we decided to use Frances Roy Agency (FRA) for our representation. This team is newly formed; however, do NOT make the mistake of thinking they are new to this game. I knew immediately after shopping around with some of the other big name firms that FRA was who we wanted to go with. The levels of attention, professionalism, success, dedication, expertise, drive, commitment, personal interaction, and support have bee... [See More](#)

Frances Roy Agency, Frances Warner and Becca Job 1 Comment

Love Comment Share

Frances Roy Agency WOW! Thank you, Ken! We've loved every minute since you've welcomed us to the Rock Out Climbing Gym team. Here's to many more collaborative years together. You KNOW we've got your back!

Like · Reply · Commented on by [Shantelle Dedicke](#) (?) · 2y

Write a comment...

Kate Fox reviewed Frances Roy Agency — 5★ August 28, 2018 · 🌐

Shantelle and her team are incredibly helpful for all marketing needs! They will work tirelessly to deliver exactly what your organization is looking for in terms of branding and marketing. It has been an absolute pleasure to work with them, and our company is looking forward to utilizing their services again in the future. This team truly cares about the people they work with, and it shows. If you're looking for a marketing agency that will go beyond the extra mile to help you, look no further than the Frances Roy Agency.

Frances Roy Agency, Frances Warner, Becca Job and Donna R. Fox 1 Comment

Love Comment Share

Frances Roy Agency Thank you, Kate! Secretly, we all want to be scientists so working with the team at the Emerald Coast Science Center is such a treat. We cannot wait for future opportunities to learn from each of you.

Like · Reply · Commented on by [Shantelle Dedicke](#) (?) · 1y

Write a comment...



Relationships That Yield Results

We adjust our processes to accommodate how your business works, rather than ask you to adjust to ours. Our core team is supported by our collaborative team of researchers, copywriters, graphic designers, illustrators, and fulfillment services

Who will be involved in producing the work?

- **Shantelle Dedicke**, Chief Creative Officer
- **Janae Erickson**, Art Director/Website Design
- **Hillaree Durso**, Content Director
- **Kelsey Doar**, Marketing Manager
- **Rinn Garlanger**, Brand Designer
- **Gregory Dedicke**, Copywriter/Website Developer
- **Jodie Warner**, Research/Scheduling

What should you expect in terms of workflow, documentation, and communication?

- Regular meetings with your account lead, and/or a Frances Roy project team member.
- Our team utilizes a suite of third-party integrations and performance tools to include: Databox, Xtensio (living documents), Asana (project management), Gain App (social media scheduling), and Smartsheets (content calendar management).

Our approach is strategic, systematic, deliberate and void of complacency

1

Discover & Understand

2

Plan & Share

3

Create & Innovate

4

Implement

5

Analyze & Evaluate

6

Improve & Start Again

// Scope of Services: Strategy | Design | Digital | Media

STRATEGY: Frances Roy begins every client relationship and project by developing a strategy that will accomplish your business goals. Our approach to developing strategy is deeply relational—we want to know and understand how every important element of your business and audience are connected. We begin the strategy development process with far-reaching conversations and in-depth listening and we augment that with extensive research on your company, competitors and target audience, incorporating qualitative and quantitative research. A well-defined strategy ensures that all partners are executing against the same plan, and that every effort works to accomplish your defined objectives. We believe a well-defined strategy is a blueprint for success.

DESIGN: At Frances Roy, we consider Design to encompass all of the creative elements that can be utilized to reinforce and communicate your message. After we work with you to define Strategy, the design process begins. Our team chooses and crafts each element with your strategy in mind, often in coordination with your in-house team or other vendor partners. Design affects much of what an audience interprets, so we ensure the look and feel are deliberate and conveys your intended message.

DIGITAL: If it begins, lives, or truly thrives online, then it falls into the Digital category at Frances Roy. We approach digital like the extension of your physical business that it is. Digital spaces are often perceived by customers as their primary portals to Customer Service or a Help Desk. Digital platforms also allow for the most extensive and ongoing conversations that you can have with clients and potential customers today. Creating strong digital platforms, resources, communities, and infrastructure is an investment in the long-term success of your business.

MEDIA: “Making news” is not as simple as it once was! Today, Frances Roy works with a variety of journalists and new media professionals, including traditional journalists, bloggers, and influencers. Frances Roy capitalizes on these longstanding relationships by developing compelling stories, events, and immersive experiences that journalists are able to successfully pitch to their bosses, and that bloggers and influencers know will connect with their niche audiences. We create and deliver the multimedia resources needed to round out their stories, and monitor and respond to media coverage where necessary.

SERVICES & FEES

STRATEGY

1. Branding: We bring unique and powerful brands to life and evolve existing brands
2. Narrative Development and Storycrafting: We don't just work to get the story right, we shape and hone it for maximum impact with each of your key audiences, on every platform, it's shared.
3. Concept Creation: Sometimes you just need the strategy or the concept, and we love collaborating with you to generate a successful option.
4. Fund Development and Donor Procurement: Strategic positioning of your organization to sustain and grow its resources by building relationships with those who understand and care about the Boys and Girls Club's relevance to the community.
5. Certified Event Management (3 to 5 Annual Events): Events that appear effortless and flawless take a team of experts to execute. **We're your team.**

DESIGN

1. Graphics: All types of original digital graphics to inform, entertain, and explain.
2. Illustrations: Original illustrations offer a fresh and unexpected way to communicate.
3. Animations: Animation that does everything from bringing a logo to life to telling the entire brand story.
4. Collateral: Cohesive collections of collateral—or just that one key piece!— to promote your organization in any situation or event.
5. Signage & Promotional Items: As requested

DIGITAL

1. Social Media Platform Management (Facebook, Instagram, Twitter, and LinkedIn)
 1. Develop a Social Content Strategy (positions social accounts for desired conversions)
 2. Establish Core Goal and Set Key Performance Indicators (measures of success)
 3. Suggest and Create Unique Content Types
 4. Create a Social Media Frequency Calendar
 5. Provide monthly Databox dashboard (analytics and performance)
 6. Full-Service Graphic Design Services (photography and videography provided by Client)
2. Website - Current Platform
 1. Development and Design
 2. Event and Calendar Management
 3. Analytics and Performance
3. Google My Business (Local SEO)
 1. Content Management
 2. Analytics and Performance

MEDIA

1. Media Relations: Nurturing and managing relationships with media professionals to ensure stories are told as well as possible and widely publicized.
2. Press Release Writing and Dissemination: Writing a press release that will get picked up is an art, and disseminating it electronically is a science. We blend art + science for maximum impact and coverage.
3. Digital Media Kit: We create digital media kits journalists and influencers love to use. Our kits include all of the information, materials, and resources a person needs to write a compelling story about your business, product, or event.
4. Media Negotiation and Placement: Ensuring you have the best placements in the right publications and on the right platforms at the best prices.
5. Editorial Development: Crafting editorials that convey your message in your voice.

The retainer fee for full-service solutions and resource management included is **\$5,000.00** per month for **55** billable hours per month. Frances Roy will provide a monthly report including hours utilized and rolled over (if appropriate). We are pleased to make changes to the project's scope at your request at any time during the project. Any requested changes subject to additional billing will be submitted in writing for approval before changes are made to the scope of work and fee structure. Requested changes are subject to additional billing and will be submitted in writing for approval before changes are made to the scope of services and fee structure.

Photography and Videography are services our agency provides but fall outside of the retainer agreement. An estimate is provided for your review on a project basis.

Terms

Right to Use Materials: It is presumed that Boys and Girls Clubs of the Emerald Coast is the rightful owner or has permission from the rightful owner to use any copy, data, images, and materials that Boys and Girls Clubs of the Emerald Coast provides for inclusion in the deliverables included in this scope of services; additionally, Boys and Girls Clubs of the Emerald Coast will hold harmless, protect, and defend Frances Roy Agency from any claim or suit arising from the use of such work.

Boys and Girls Clubs of the Emerald Coast retains the copyright for all deliverables created within this scope of services. Frances Roy Agency retains the right to display deliverables and other content elements from this project as examples of their work.

Invoices & Payment: Payment must be delivered within 10 days of the invoice where invoices are billed at the end of the working month. Payment received after the 10th of each month are subject to a 5% late fee.

Venue: Florida law shall govern any and all disputes that arise from this Contract and venue for any court action shall lie in Okaloosa County, Florida. The prevailing party in any dispute shall be entitled to its attorney fees and costs.

Contract Terms: This agreement becomes effective when signed by agents of the Boys and Girls Clubs of the Emerald Coast and Frances Roy Agency. This proposal is valid for 30 days. Work begins after a signed agreement is reached. Either party may terminate this agreement with written notice. The client will be invoiced for work completed to that point. The agreement contained in this contract constitutes the sole agreement between the Boys and Girls Clubs of the Emerald Coast and Frances Roy Agency regarding all items included in this agreement.

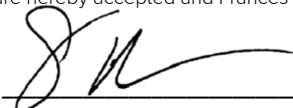
Duration: Once signed, the agreement is valid for 12 calendar months. Either party may terminate this agreement with a 30 day written notice.

Acceptance of Agreement

Upon signing the agreement below, the included prices, specifications, and conditions are hereby accepted and Frances Roy Agency is authorized to execute the project as outlined in this agreement. Payment will be made as proposed above.

Shantelle P. Dedicke, CMP
Frances Roy Agency

Date: _____



Shervin Rassa
Chief Executive Officer
Boys and Girls Clubs of the Emerald Coast
9/24/2020

Date:

FRANCES ROY AGENCY

WWW.FRANCESROY.COM  919 Hospital Drive, Niceville, FL USA, 32578  +1 (850)389-8523



POSITION DESCRIPTION

REPORTS TO: Program/Club Director

Revised: 4/16/2026

TITLE: Membership Coordinator

Part Time-Non-Exempt

PRIMARY FUNCTION:

Responsible for maintaining the front counter area, providing courteous and quality customer service, and ensuring the safety of Club members. Perform administrative tasks necessary for the proper maintenance of membership records and collection of fees. Provide clerical support for Unit Director and other program staff, in a friendly and cooperative manner.

RELATIONSHIPS:

Internal:

- Work directly under the supervision of the Director of Club Operations.
- Maintain close, daily contact (oral and written) with Administration staff and Club staff (professional and volunteer) and supervisor to receive/provide information, discuss issues, explain guidelines/instruction; instruct; and advise/counsel.
- Maintain consistent communications with supervisor, staff and volunteers.

External:

- Maintains contact with members, families and the general public to give and obtain information, either in response to inquiries or as instructed by supervisors.

SKILLS/KNOWLEDGE REQUIRED:

- Knowledge of youth development.
- Ability to deal effectively with multi-age children.
- Ability to deal with the general public and co-workers.
- Ability to handle multiple demands from several people.
- Ability to meet deadlines within severe time constraints.
- Demonstrated ability to take responsibility for the safety and well-being of others.
- Strong communication skills, both verbal and written.
- Strong customer/client relations skills.
- Able to maintain strict confidentiality.
- 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.
- Proficient in Microsoft Office and Internet use.
- Typing/keyboarding skills of at least 35 wpm.
- 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:

- Two years office clerical/secretarial experience.
- Experience working with children.
- 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: _____
Membership Coordinator Date

Approved by: _____
Program/Club Director Date

Reviewed by: _____
Administrator of Organizational Advancement Date

POSITION DESCRIPTION



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



Boys & Girls Clubs of the Emerald Coast
AUTHORIZED PROGRAM ACTIVITY SCHEDULES
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 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE AFTERSCHOOL 2026 - 2027 Program Schedule					
	Agency Name: Boys & Girls Clubs of the Emerald Coast					
	Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505					
Program Dates: 8/12/2026- 5/25/2027						
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00PM	Chris, Anthony, Aubrey, Ashley, Mr. Shields, Ms. Roman	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley, Mr. Shields, Ms. Roman	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	5:00PM	6:00PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4

Thursday - Kindergarten, 1st, 2nd						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Reading Club	Students engage in activities to increase letter recognition, site word recognition, spelling and story sequences skills	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Thursday - 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Author's Club	Students engage in activities to increase writing and comprehension skills via activities such as short story and poetry creation	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in activities involving number sense, basic addition shapes or reading strategies	3:00 PM	4:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	5:00PM	6:00PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
NOTE: ▶This template can only be modified to add columns and rows as needed ▶Enter the day-to-day schedule followed by the Site ▶Include the Program's Logo at the lop left of this form ▶All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports						

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE AFTERSCHOOL 2026 - 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501 Program Dates: 8/12/2026- 5/25/2027					 NITA M. LOWEY 21 ST CENTURY COMMUNITY LEARNING CENTERS FLORIDA
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	5:00PM	6:00PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4

Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4	
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4	
Thursday - Kindergarten, 1st, 2nd							
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE	
English Language Arts (ELA)(Florida)	Reading Club	Students engage in activities to increase letter recognition, site word recognition, spelling and story sequences skills	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4	
Thursday - 3rd, 4th and 5th							
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE	
English Language Arts (ELA)(Florida)	Author's Club	Students engage in activities to increase writing and comprehension skills via activities such as short story and poetry creation	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4	
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th							
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE	
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room	
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area	
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food chicest and how to build healthy eating skills	2:30 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4	
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in activities involving number sense, basic addition shapes or reading strategies	3:00 PM	4:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4	
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	5:00PM	6:00PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4	
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th							
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE	
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room	
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area	
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4	
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities		4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4	
NOTE: ►This template can only be modified to add columns and rows as needed							

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE SUMMER 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505 Program Dates: 6/1/2027- 7/29/2027					 NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS FLORIDA
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	Students will engage in activities involving number sense, basic addition shapes, measurements, telling time	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Learning how to plan for your financial future	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4

Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, basketball, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	Students will engage in activities involving number sense, basic addition shapes, measurements, telling time	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as archery, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
NOTE: ▶This template can only be modified to add columns and rows as needed ▶Enter the day-to-day schedule followed by the Site ▶Include the Program's Logo at the lop left of this form ▶All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports						

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE SUMMER 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501 Program Dates: 6/1/2027- 7/29/2027					
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	<i>Students learn about healthy food choices and how to build healthy eating skills</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	<i>MATH Concepts and Strategies</i>	<i>Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	<i>ELA Reading Club</i>	<i>Students engage in ELA concepts and strategies such as: characterization, main idea and plot.</i>	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	<i>Resiliency Reminders</i>	<i>Students will participate in end of day resiliency recap from the day and Lunch</i>	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	<i>Lunch</i>	<i>Students will receive a healthy lunch.</i>	12:30 PM	1:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	<i>Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	<i>ELA Concepts and Strategies</i>	<i>Students engage in ELA concepts and strategies such as: Reading, grammar and spelling</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	<i>Students will engage in activities involving number sense, basic addition shapes, measurements, telling time</i>	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	<i>Resiliency Reminders/Lunch</i>	<i>Students will participate in end of day resiliency recap from the day and Lunch</i>	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
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STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	My Futures	<i>Learning how to plan for your financial future</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	<i>MATH Concepts and Strategies</i>	<i>Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4

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Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as archery, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
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Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
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SAMPLE AFMS 2026 - 2027 Program Schedule
Agency Name: Boys & Girls Clubs of the Emerald Coast
Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505
Program Dates: 8/12/2026- 7/9/2027



Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
AFMS (Florida) Adult	Afterschool Program Orientation Session & Teacher Communication	Adult Family Members will receive information regarding program policies and operations to ensure success. They will also receive strategies and methods for successfully engaging, contacting and communicating with school day teachers to reduce learning gaps and increase learning gains.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Strong Parents, Better Students	Adult Family Members will receive information regarding ways to strengthen their parenting skills and strategies they can use to improve student behavior in school, afterschool and in the home.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Lights On Afterschool: Highlighting S.T.E.M. & Literacy	Adult Family Members will receive information highlighting the benefits of consistent participation in a high-quality afterschool program and see hands-on S.T.E.M. projects students have completed. They will also receive methods and tips to improve student literary abilities.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Current Events, Civics and Community Involvement	Adult Family Members will receive information on current events, community service opportunities along with zero cost ways they can help improve their local community.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Financial Literacy	Adult Family Members will receive financial tips to improve credit, make a budget, learn to save, buy a home as well as steps needed to set and reach financial goals.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Academic Enrichment & the Arts	Adult Family Members will gain an understanding of ways to use creative or visual art to improve academics and engage their student in improving their academic performance.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Building Strong Youth	Adult Family Members will learn test taking strategies they can reinforce at home. A mental health professional will led the session and explain resiliency in youth along with methods to build the trait. Session will also involve sharing ways Adult Family Members can help youth cope with test stress and anxiety.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Summer Program Orientation Session & Summer Learning Loss	Adult Family Members will receive information regarding program policies and operations to ensure success during the summer months. Summer Learning Loss reduction strategies will also be shared to mitigate the amount of information students forget over the summer months.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria

NOTE:
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BOYS & GIRLS CLUBS
OF THE EMERALD COAST

SAMPLE AFMS 2026 - 2027 Program Schedule

Agency Name: Boys & Girls Clubs of the Emerald Coast

Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501

Program Dates: 8/12/2026- 7/9/2027



Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
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**State of Florida
Department of Children and Families**

Ron DeSantis
Governor

Taylor N. Hatch
Secretary

September 10, 2025

Boys and Girls Club of the Emerald Coast
Rita Cummins
923 Denton Blvd.
Fort Walton Beach, FL 32547

Dear Rita Cummins,

The Department received the required documentation for exemption from licensure pursuant to Chapter 65C-22.008 (3)(d), F.A.C. for the afterschool programs located at:

DeFuniak Springs Club E01WA0015	555 Walton Rd., DeFuniak Springs, FL 32433
Destin Club E01OK0053	630 Kelly Street, Destin, FL 32541
Fort Walton Beach Youth Club/ Teen Club E01OK0048	923 Denton Blvd., Ft. Walton Beach, FL
Pensacola-Montclair Elementary Club E01ES0086	820 Massachusetts Ave, Pensacola, FL 32505
Pensacola-Englewood Club E01ES0085	2751 North H Street, Pensacola, FL 32501
South Walton Club E01WA0013	427 Greenway Trail, Santa Rosa Beach, FL 32459
Riverside Club E01OK6678	3400 E Redstone Ave, Crestview, FL 32539

65C-22.008 (3)(d), F.A.C. *Any program providing care for school aged children that is operated by, or in affiliation with a national membership non-profit, or not for profit, organization that certifies membership organizations meeting the terms of section 402.301, F.S., in at least ten states, that was created for the purpose of providing youth services and youth development, that charges a membership fee for children. Such is certified by its national association as complying with the association's purposes, procedures, minimum standards and mandatory requirements. The program must notify the Department prior to operating and annually, thereafter, of any operation of before school, after school or out of school time programs, provide verification of certification and good standing by its national association, and complete an annual attestation for compliance with background screening requirements. Failure by a program to comply with such reporting, providing required verifications, and screening requirements shall result in the loss of the program's exemption from licensure.*

Your request to operate the programs listed above has been reviewed and approved. This correspondence letter serves as official recognition of a national membership exemption from licensure for the nine (9) programs operated under the provisions of Chapter 65C-22.008 (3)(d), F.A.C. **The effective date of your national membership exemption from licensure is 8/31/2025 and the expiration date is 8/30/2026.**

This exemption is valid for one year and is not transferrable to another owner or any other location. In order to avoid a lapse in the program's operation, prior to the expiration date, the program must notify the Department by submitting the following updated documents:

1. Submit, on program letterhead, to the Department, advising of:
 - a. The operation of afterschool program operations and addresses of each location/site,

2415 North Monroe Street, Suite 400, Tallahassee, Florida 32303-4190

Mission: Work in Partnership with Local Communities to Protect the Vulnerable, Promote Strong and Economically Self-Sufficient Families, and Advance Personal and Family Recovery and Resiliency

- b. The age group of children being served at the programs,
 - c. The program is not or will not be designated as a Gold Seal Quality Provider,
 - d. The program is operated by or in affiliation with a national membership nonprofit or not for profit organization, and
- 2. Submit a certification from the national membership association stating/attesting the program(s) (list names of programs to correlate with the notification from the club) is in:
 - a. Good standing with the national membership association,
 - b. Compliance with the association's purpose (development of good character or sportsmanship, education or cultural development of minors), procedures, minimum standards, and mandatory requirements for before school, afterschool, and out of school time programs. The certification must be from a national membership organization that as of February 1, 2017, certified membership organizations in at least ten states.
- 3. Submit a completed/signed/notarized Affidavit of Compliance form (CF-FSP 5218) attesting that all of the program staff have been screened pursuant to 402.305 and 402.3055, F.S. as of July 1, 2016.

Please be advised that failure to comply with screening requirements shall result in the loss of the facility's exemption from licensure. If you discontinue the operation of your program, please notify the Office of Licensing, 2415 North Monroe Street, Suite 400, Tallahassee, Florida 32303-4190.

We hope this information is helpful. If you have additional questions regarding this determination, please feel free to contact the Office of Licensing at (850) 488-4900.

Thank you,

Matilde Huapilla

Matilde Huapilla
Policy Supervisor

Cc: Miatta Jalaber, Regional Safety Program Manager
Jason Kesterman, Program Analyst
Bambi Sealy, Licensing Supervisor



Boys & Girls Clubs of the Emerald Coast

SITE PROFILE & SCHEDULES

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2026-2027 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Clubs of the Emerald Coast			Project Number			
Site Name	Oakcrest Club				Zip Code	32505	
Site Address:	1820 Hollywood Avenue			City	Pensacola	County	Escambia
Site Contact Name:	Leslie Mickles	Phone	850.723.3551	Email	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	K,1,2,3,4,5	242	89.2	K,1,2,3,4,5		60	60		
TOTAL						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	8/12/2026		End Date	5/25/2027		Total Number of Service Days		178	
Non-service days	9/1/2025, 10/13/2025, 11/11/2025, 11/24-11/28/2024, 12/22/2025-1/5/2026, 1/19/2026, 2/16/2026, 3/16-3/20/2026, 4/3/2026								
	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				
Early Release Dates	12/18/2025, 5/25/2026			Total Service Days		178	Hours/Day	4.5	
WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS									
Service days									
	Holidays/Break		Total number of Holiday, School Break service days.		Saturday		Total number of Weekend service days.		
Start Time				Start Time					
End Time				End Time					
Hours				Hours					
SUMMER SITE OPERATIONS									
Start Date	6/1/2027		End Date	7/29/2027		Total Number of Service Days		34	
Non-service days	6/18/2027, 7/5/2027								
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.		
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM					
End Time	1:00 PM	1:00 PM	1:00 PM	1:00 PM					
Hours	5	5	5	5					
ADULT FAMILY MEMBER SERVICES									
Describe Frequency, Duration, and Dosage:		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.							
Total Number of Sessions		8		Total Number of Adult Family Members Served			60		
STUDENT/TEACHER RATIO									
Academic Ratio		1:10		Personal Enrichment Ratio			1:20		



2026-2027 SITE PROFILE WORKSHEET (SPW)

Agency Name	Boys & Girls Clubs of the Emerald Coast			Project Number			
Site Name	Pensacola Club: Englewood Community Center					Zip Code	32501
Site Address:	2751 North H Street			City	Pensacola	County	Escambia
Site Contact Name:	Leslie Mickles	Phone	850.723.3551	Email	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
C.A. Weis Elementary School	PK, K,1,2,3,4,5	506	100.0	K,1,2,3,4,5		40	40		
TOTAL						100	100		

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	8/12/2026		End Date	5/25/2027		Total Number of Service Days		178		
Non-service days	9/1/2025, 10/13/2025, 11/11/2025, 11/24-11/28/2024, 12/22/2025-1/5/2026, 1/19/2026, 2/16/2026, 3/16-3/20/2026, 4/3/2026									
	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	12/18/2025, 5/25/2026				Total Service Days	178	Hours/Day	4.5		
WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS										
Service days										
	Holidays/Break		Total number of Holiday, School Break service days.	Saturday		Total number of Weekend service days.				
Start Time				Start Time						
End Time				End Time						
Hours				Hours						
SUMMER SITE OPERATIONS										
Start Date	6/1/2027		End Date	7/29/2027		Total Number of Service Days		34		
Non-service days	6/18/2027, 7/5/2027									
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week.			
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM						
End Time	1:00 PM	1:00 PM	1:00 PM	1:00 PM						
Hours	5	5	5	5						20
ADULT FAMILY MEMBER SERVICES										
Describe Frequency, Duration, and Dosage:	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.									
Total Number of Sessions	8			Total Number of Adult Family Members Served			100			
STUDENT/TEACHER RATIO										
Academic Ratio	1:10			Personal Enrichment Ratio			1:20			

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE AFTERSCHOOL 2026 - 2027 Program Schedule					 NITA M. LOWEY 21 ST CENTURY COMMUNITY LEARNING CENTER FLORIDA
	Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505 Program Dates: 8/12/2026- 5/25/2027					
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00PM	Chris, Anthony, Aubrey, Ashley, Mr. Shields, Ms. Roman	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley, Mr. Shields, Ms. Roman	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	5:00PM	6:00PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4

Thursday - Kindergarten, 1st, 2nd						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Reading Club	Students engage in activities to increase letter recognition, site word recognition, spelling and story sequences skills	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Thursday - 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Author's Club	Students engage in activities to increase writing and comprehension skills via activities such as short story and poetry creation	4:00PM	5:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in activities involving number sense, basic addition shapes or reading strategies	3:00 PM	4:00PM	Chris, Anthony, Aubrey, Ashley Mr. Shields, Ms. Roman, Ms. Evans, Ms. Young	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	5:00PM	6:00PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Chris, Anthony, Aubrey, Ashley	Cafeteria
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Chris, Anthony, Aubrey, Ashley	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	3:00 PM	4:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	4:00 PM	5:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	5:00 PM	6:00 PM	Chris, Anthony, Aubrey, Ashley	RM 1, 2,3,4
NOTE: ▶This template can only be modified to add columns and rows as needed ▶Enter the day-to-day schedule followed by the Site ▶Include the Program's Logo at the lop left of this form ▶All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports						

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE AFTERSCHOOL 2026 - 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501 Program Dates: 8/12/2026- 5/25/2027					 NITA M. LOWEY 21 ST CENTURY COMMUNITY LEARNING CENTERS FLORIDA
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	5:00PM	6:00PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in skill-building activities involving number sense, multiplication or reading strategies	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4

Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Thursday - Kindergarten, 1st, 2nd						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Reading Club	Students engage in activities to increase letter recognition, site word recognition, spelling and story sequences skills	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Thursday - 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
English Language Arts (ELA)(Florida)	Author's Club	Students engage in activities to increase writing and comprehension skills via activities such as short story and poetry creation	4:00PM	5:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	2:30PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	2:30 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Academic Enrichment (Florida)	Homework Help	Students will complete homework and engage in activities involving number sense, basic addition shapes or reading strategies	3:00 PM	4:00PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	5:00PM	6:00PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Engagement/Safe and Supportive Relationships (Florida)	Mentoring/Healthy Snack	Students will receive encouragement to help build study skills, work on goal setting, problem solving and healthy communication then receive a healthy snack.	1:30 PM	2:00 PM	Maddie, Ana, Ayanna, TJ	Games Room
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	2:00 PM	3:00 PM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	3:00 PM	4:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	4:00 PM	5:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	5:00 PM	6:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
NOTE: ►This template can only be modified to add columns and rows as needed						

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE SUMMER 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505 Program Dates: 6/1/2027- 7/29/2027					 NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTER FLORIDA
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	Students learn about healthy food choices and how to build healthy eating skills	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and plot.	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	Students will engage in activities involving number sense, basic addition shapes, measurements, telling time	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	My Futures	Learning how to plan for your financial future	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Academic Enrichment (Florida)	MATH Concepts and Strategies	Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4

Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, basketball, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	Students will engage in activities involving number sense, basic addition shapes, measurements, telling time	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia, Mr. Machado, Ms. King	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as archery, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Erin, Lilly Kate, Antecia	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	9:00AM	10:00AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	10:00 AM	11:00 AM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	11:00 AM	12:00 PM	Erin, Lilly Kate, Antecia	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Erin, Lilly Kate, Antecia	Games Room
NOTE: ▶This template can only be modified to add columns and rows as needed ▶Enter the day-to-day schedule followed by the Site ▶Include the Program's Logo at the lop left of this form ▶All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports						

 BOYS & GIRLS CLUBS OF THE EMERALD COAST	SAMPLE SUMMER 2027 Program Schedule Agency Name: Boys & Girls Clubs of the Emerald Coast Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501 Program Dates: 6/1/2027- 7/29/2027					 NITA M. LOWEY 21 ST CENTURY COMMUNITY LEARNING CENTERS FLORIDA
Monday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, soccer, basketball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Health and Nutrition (Florida)	Healthy Habits	<i>Students learn about healthy food choices and how to build healthy eating skills</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	<i>Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	<i>Students engage in ELA concepts and strategies such as: characterization, main idea and plot.</i>	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders	<i>Students will participate in end of day resiliency recap from the day and Lunch</i>	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, soccer, baseball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Positive Action	<i>Positive Action helps students improve social, emotional, behavioral, and academic behaviors through evidence-based programming.</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	<i>Students engage in ELA concepts and strategies such as: Reading, grammar and spelling</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	<i>Students will engage in activities involving number sense, basic addition shapes, measurements, telling time</i>	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	<i>Students will participate in end of day resiliency recap from the day and Lunch</i>	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
Wednesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	<i>Students will participate in fitness activities and sessions, such as dance, golf, baseball and learn techniques associated with these activities.</i>	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	My Futures	<i>Learning how to plan for your financial future</i>	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	MATH Concepts and Strategies	<i>Students will engage in MATH concepts and strategy activities and hands-on learning such as counting, basic shapes, adding</i>	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Reading Club	<i>Students engage in ELA concepts and strategies such as: characterization, main idea and comprehension</i>	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4

Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as dance, basketball, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Engagement/Safe and Supportive Relationships (Florida)	Charity for Change	Building a foundation of character and a community-minded spirit develops resiliency and confidence in children, helping them overcome the challenges of negative influences.	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
English Language Arts (ELA)(Florida)	ELA Concepts and Strategies	Students engage in ELA concepts and strategies such as: Reading, grammar and spelling	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Club	Students will engage in activities involving number sense, basic addition shapes, measurements, telling time	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ, Richardson, Dupree, Garner, Maria	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
Friday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION of PROGRAMMING	START TIME	END TIME	STAFF	SPACE
Health and Nutrition (Florida)	Triple Play	Students will participate in fitness activities and sessions, such as archery, soccer, baseball and learn techniques associated with these activities.	8:00 AM	9:00AM	Maddie, Ana, Ayanna, TJ	Gym, Outdoor Play Area
Arts and Culture (Florida)	Art Club	students will engage in art class to enhance understanding of other cultures	9:00AM	10:00AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Science Club	Hands on activity based STEM activities	10:00 AM	11:00 AM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Arts and Culture (Florida)	Drama/Dance/Music	Students will engage in dance sessions or art class to enhance understanding of other cultures	11:00 AM	12:00 PM	Maddie, Ana, Ayanna, TJ	RM 1, 2,3,4
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Reminders/Lunch	Students will participate in end of day resiliency recap from the day and Lunch	12:00 PM	12:30 PM	Maddie, Ana, Ayanna, TJ	Games Room
NOTE: ▶This template can only be modified to add columns and rows as needed ▶Enter the day-to-day schedule followed by the Site ▶Include the Program's Logo at the lop left of this form ▶All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports						



SAMPLE AFMS 2026 - 2027 Program Schedule
Agency Name: Boys & Girls Clubs of the Emerald Coast
Site Name & Address: Oakcrest Club; 1820 Hollywood Avenue, Pensacola, FL 32505
Program Dates: 8/12/2026- 7/9/2027



Thursday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
AFMS (Florida) Adult	Afterschool Program Orientation Session & Teacher Communication	Adult Family Members will receive information regarding program policies and operations to ensure success. They will also receive strategies and methods for successfully engaging, contacting and communicating with school day teachers to reduce learning gaps and increase learning gains.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Strong Parents, Better Students	Adult Family Members will receive information regarding ways to strengthen their parenting skills and strategies they can use to improve student behavior in school, afterschool and in the home.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Lights On Afterschool: Highlighting S.T.E.M. & Literacy	Adult Family Members will receive information highlighting the benefits of consistent participation in a high-quality afterschool program and see hands-on S.T.E.M. projects students have completed. They will also receive methods and tips to improve student literary abilities.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Current Events, Civics and Community Involvement	Adult Family Members will receive information on current events, community service opportunities along with zero cost ways they can help improve their local community.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Financial Literacy	Adult Family Members will receive financial tips to improve credit, make a budget, learn to save, buy a home as well as steps needed to set and reach financial goals.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Academic Enrichment & the Arts	Adult Family Members will gain an understanding of ways to use creative or visual art to improve academics and engage their student in improving their academic performance.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Building Strong Youth	Adult Family Members will learn test taking strategies they can reinforce at home. A mental health professional will led the session and explain resiliency in youth along with methods to build the trait. Session will also involve sharing ways Adult Family Members can help youth cope with test stress and anxiety.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Summer Program Orientation Session & Summer Learning Loss	Adult Family Members will receive information regarding program policies and operations to ensure success during the summer months. Summer Learning Loss reduction strategies will also be shared to mitigate the amount of information students forget over the summer months.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria

NOTE:
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BOYS & GIRLS CLUBS
OF THE EMERALD COAST

SAMPLE AFMS 2026 - 2027 Program Schedule

Agency Name: Boys & Girls Clubs of the Emerald Coast

Site Name & Address: Pensacola Club @ Englewood Community Center; 2751 North H Street, Pensacola, FL 32501

Program Dates: 8/12/2026- 7/9/2027



Tuesday - Kindergarten, 1st, 2nd, 3rd, 4th and 5th						
STATE-MANDATED ACTIVITY	SESSION NAME	DESCRIPTION OF PROGRAMMING	START TIME	END TIME	STAFF	SPACE
AFMS (Florida) Adult	Afterschool Program Orientation Session & Teacher Communication	Adult Family Members will receive information regarding program policies and operations to ensure success. They will also receive strategies and methods for successfully engaging, contacting and communicating with school day teachers to reduce learning gaps and increase learning gains.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Strong Parents, Better Students	Adult Family Members will receive information regarding ways to strengthen their parenting skills and strategies they can use to improve student behavior in school, afterschool and in the home.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Lights On Afterschool: Highlighting S.T.E.M. & Literacy	Adult Family Members will receive information highlighting the benefits of consistent participation in a high-quality afterschool program and see hands-on S.T.E.M. projects students have completed. They will also receive methods and tips to improve student literary abilities.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Current Events, Civics and Community Involvement	Adult Family Members will receive information on current events, community service opportunities along with zero cost ways they can help improve their local community.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
AFMS (Florida) Adult	Financial Literacy	Adult Family Members will receive financial tips to improve credit, make a budget, learn to save, buy a home as well as steps needed to set and reach financial goals.	5:00PM	6:00PM	21st CCLC Site Coordinator, Club Director	Cafeteria
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Boys & Girls Clubs of the Emerald Coast
Priority 1: Evidence
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BOYS & GIRLS CLUBS
OF THE EMERALD COAST

Priority 1 Statement

Boys & Girls Clubs of the Emerald Coast- Pensacola Club and Oakcrest Club, will target and serve an eligible school that primarily serve students from low-income families, high poverty school. 89.2% of the Oakcrest Elementary student population receives free/reduced price meals. 100% of the C.A. Weis Elementary student population receives free/reduced price meals.



Corporate Office
923Denton Blvd NW
Fort Walton Beach FL 32547



emeraldcoastbgc.org

Page 1



(850)862-1616



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2024-25 C. A. WEIS ELEMENTARY SCHOOL REPORT CARD

Escambia | Elementary School



Principal: Kimberly Thomas **Phone Number:** (850) 595-6888 **Address** (click to map and compare): [2701 N Q St, Pensacola, FL 32505-5615](#)

Title I  : ☐ **Charter** : ☐ **Alternative Education** : ☐ **Exceptional Student Education Center** : ☐

Grades Served: ☐ PK ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

[School Accountability Summary](#)
[Key Performance Indicators](#)

School Grade  (click grade for details and subgroups)

2024-25			
C			
2023-24	2022-23	2021-22	2020-21
C	C	C	N/A

Total Percent Tested  (click percent for subject and subgroup details)

2024-25			
99%			
2023-24	2022-23	2021-22	2020-21
100%	99%	99%	100%

Identified for Support  (click ATSI, TSI, CSI or N/A for details)

2024-25			
CSI			
2023-24	2022-23	2021-22	2020-21
ATSI	ATSI	ATSI	ATSI

2025-26 C. A. Weis Elementary School Fall Overview

Teacher Count ⓘ



56

Student Count

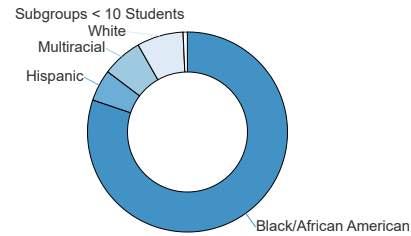


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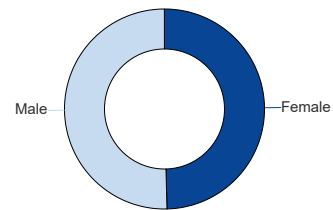
Enrollment Count by Grade



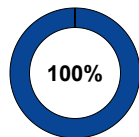
Race/Ethnicity



Sex



Economically Disadvantaged ⓘ

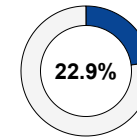


Homeless

Current English Language Learners

Not Enough Data

Students with Disabilities



Military Family Student

Not Enough Data

[Assessments - Academic Achievement, Growth, and Participation](#)[Assessments - English Language Learners](#)[Acceleration](#)[Discipline and Attendance](#)[Graduation and Postsecondary](#)[Access to Quality Educators](#)[Long-Term Goals and Interim Progress](#)[Per-Pupil Expenditures](#)[National Data](#)

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Select a School ▾

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2024-25 OAKCREST ELEMENTARY SCHOOL REPORT CARD

[Print Layout](#)

Escambia | Elementary School



Principal: Dawn Turley **Phone Number:** (850) 595-6980 **Address** (click to map and compare): [1820 Hollywood Ave, Pensacola, FL 32505-5342](#)

Title I  : ☐ **Charter** : ☐ **Alternative Education** : ☐ **Exceptional Student Education Center** : ☐

Grades Served: ☐ PK ☐ KG ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

[School Accountability Summary](#)
[Key Performance Indicators](#)

School Grade  (click grade for details and subgroups)

2024-25

C

2023-24

C

2022-23

C

2021-22

D

2020-21

N/A

Total Percent Tested  (click percent for subject and subgroup details)

2024-25

99%

2023-24

100%

2022-23

99%

2021-22

100%

2020-21

100%

Identified for Support  (click ATSI, TSI, CSI or N/A for details)

2024-25

ATSI

2023-24

ATSI

2022-23

CSI

2021-22

CSI

2020-21

ATSI

2025-26 Oakcrest Elementary School Fall Overview

Teacher Count ⓘ



43

Student Count

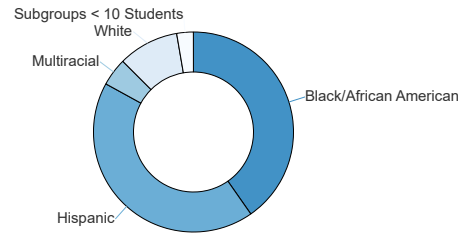


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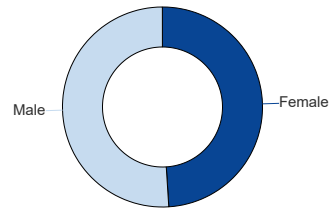
Enrollment Count by Grade



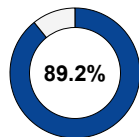
Race/Ethnicity



Sex

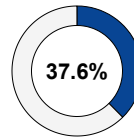


Economically Disadvantaged ⓘ



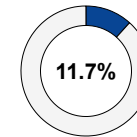
Homeless

Current English Language Learners



Page 6
Migrant
Not Enough Data

Students with Disabilities



Military Family Student
Not Enough Data

[Assessments - Academic Achievement, Growth, and Participation](#)[Assessments - English Language Learners](#)[Acceleration](#)[Discipline and Attendance](#)[Graduation and Postsecondary](#)[Access to Quality Educators](#)[Long-Term Goals and Interim Progress](#)[Per-Pupil Expenditures](#)[National Data](#)