

## **Abstract 4800**

The Boys & Girls Clubs of the Lewis Clark Valley (BGCLCV) in partnership with Webster Elementary School and Whitman Elementary School proposes to run a 21st CCLC program at our new Normal Hill Clubhouse, located in Lewiston's historic Normal Hill neighborhood. The program will recruit 100 new, primarily low-income and high-risk students from Webster & Whitman Elementary Schools in grades K-5. This program will support students' academic growth primarily in the areas of reading and mathematics along with social-emotional development and physical health. The program will run for 2 hours a day, 5 days-a-week, for 35 weeks in the after-school hours and 1 hour a day, 5 days a week for 10 weeks in the out-of-school summer months.

The Boys & Girls Clubs of the Lewis Clark Valley has been serving youth in our community since 1945. The first 77 years have seen enormous growth and development, from our humble beginnings as a Boys Club, to what is now a \$2.2 million-dollar operation serving over 3,600 youth annually.

As we look ahead, we recognize the need to continue to grow and develop our programs and initiatives to best serve the youth and families in our area for years to come. While we will continue to offer many of the life-enriching and character-building programs that have been our hallmark for so long, we are also looking to move into new areas of service that will expand beyond our current scope.

The proposed program will offer academic enrichment activities to help improve grades, test scores, and grade level accomplishments in the areas of reading and mathematics for all enrolled students. The program will utilize high-yield evidence-based programs and activities which will combine engaging activities enriched with social-emotional development with mentoring and tutoring services and an overall positive youth development curriculum. The program will also incorporate programming for parents and families by offering engaging parent activity nights and parent resources.

By increasing our organization's overall footprint, we will be strengthening our mission and ability to enable all young people, especially those who need us most, to reach their full potential as productive, caring, and responsible citizens. By expanding into the Normal Hill neighborhood, we will be able to eliminate a proximity barrier that faces some families within our community. This location will serve the Normal Hill and Downtown neighborhoods and allow those families, who might not otherwise be able to afford it, to have their children attend an after-school program. Having this comprehensive after-school program, which focuses on the child as a whole and their overall health, will help promote healthy relationships, foster resilience, and promote social, emotional, and behavioral competence, and increase their overall academic standing.

## **Needs Assessment: 7500**

Assessment: Key student concerns for Webster Elementary School Principal Brandy Taylor include regular attendance, limited social-emotional support, and a lack of resources which lead to poor student skills resulting in student frustration, inflexibility, and poor problem-solving and

emotional regulation. Principal Taylor also cited the need for behavior support and resources and after-school programs.

For this 21st CCLC proposal, 34 Webster & Whitman Elementary teachers were surveyed and stated that they believe that reading enrichment is the number one need among their students, followed by homework help and tutoring. Next on the list of needs was social-emotional development followed by math and science enrichment. The teachers stated that they believe over 50% of their students return to school experiencing significant summer learning loss.

Webster Elementary School's Fall 2021 Idaho Reading Indicator (IRI) outcomes show that 48.8% of those who are economically disadvantaged are below grade level in letter knowledge, 52.2% are below grade level in text fluency and 20.3% are behind in vocabulary. According to the 2021 ISAT results, 23.6% of all Webster students are falling behind grade level in ELA and 29.1% of all students are falling behind in Math. Whitman Elementary School's Fall 2021 IRI outcomes show that 80.6% of economically disadvantaged students are below grade level for letter knowledge, 51.3% are below grade level in text fluency and 15.7% are behind grade level on vocabulary. The 2021 ISAT results show 28.5% of all Whitman Elementary students falling behind in English and Language Arts and 30% of all students falling behind in Math.

According to Devereux Student Strength Assessment (DESSA) for both LEA's, 19% of the student population ranked in the "needs" category for social-emotional support. 45% of that cohort are students in special populations. According to the School Counselor Use of Time Analysis (SCUTA), 42% of the school counselors time for both LEA's was devoted to social-emotional support. According to the School-Wide Information System (SWIS), from October 2021 to January 2022, there were 255 behavioral referrals for defiance and classroom disruption for Webster Elementary. 47% of the student population exceeded 6 absences from school the first semester of this school year, and 46% of the categorized "need" students are "at-risk" for attendance.

There are currently no other free comprehensive after-school enrichment programs that focus on academic achievement, social-emotional health, and physical health altogether within our community. There are stand-alone social-emotional/behavioral programs through private entities that would bill to Medicaid or private insurance. There is a youth resource center focused on homeless youth and there are summertime enrichment programs at the local library that may focus on one or all of the targeted areas, yet none are as comprehensive and accessible as this 21st-century CCLC program will be, particularly due to its partnership with the Boys & Girls Club.

**Purpose:** The purpose of the 21st CCLC program is to increase test scores, grades, and grade level efficiency in reading/ELA and math for specifically identified students in Kindergarten through 5th grade that attend Webster & Whitman Elementary. The program is designed to address student needs identified by parents and school staff. Along with literacy and mathematic enrichment activities, this program will also offer social-emotional enrichment, mentoring, tutoring, homework help, and physical and nutritional wellness to enrolled students and strive to increase daily attendance at school and the program. Program participants will also receive family strengthening support services. All services for 21st CCCL program students will receive all programming and services including transportation, free of charge.

Schools: Webster Elementary School, which is a Title 1 school and part of the Lewiston School District will be a local educational agency (LEA) partner for the 21st CCLC Program. Webster has a student population of 265 students in grades kindergarten through 5th grade. 47% are from low to extremely low-income households and qualify for free or reduced lunch. Webster Elementary School is classified as an Additional Targeted Support and Improvement (ATSI) school based on the performance of schools on four academic indicators including growth and proficiency for English and Language Arts (ELA) and Math. The ATSI is identified based on the calculations of Webster's economically disadvantaged subgroup.

Whitman Elementary School, which is a Title 1 school and part of the Lewiston School District will be a local educational agency (LEA) partner for the 21st CCLC Program. Whitman has a student population of 279 students in grades kindergarten through 5th grade. 43% of those students are low to extremely low-income households and qualify for free or reduced lunch. Whitman is classified as a Targeted Support and Improvement School which is based on underperformance across multiple indicators or consistently low graduation rates. Whitman has been identified as having low achievement amongst its economically disadvantaged students and needing additional targeted support similar to Webster Elementary.

Attendance: The 21st CCLC program will recruit 100 new Webster and Whitman students with an average daily attendance goal of 65 students. This program will serve on average 12% daily of the student population. The estimated daily average attendance for this program is based on knowledge of similar attendance at BGCLCV while also factoring in the proximity for students and families to Webster and Whitman Elementary.

Recruitment and Outreach: Recruitment and outreach will be done largely through direct recruitment by teachers and the Program Director, by identifying students who are in the most need of academic and social-emotional enrichment activities. This will be students who are falling behind in grade level, have high absentee numbers, have high discipline referral rates. Students who are low-income and are experiencing the above criteria will be our highest priority.

Other resources such as emails, flyers, parent-teacher conferences, student portfolio sharing applications, and parent-information nights will also be utilized to distribute program information and recruit participants. The community and homeschool students not connected to the school district will be recruited to the program through utilizing social media such as Facebook and Instagram for both BGCLCV and the LEA's social media accounts and more traditional avenues such as press releases to the local news outlets and newspapers.

159 Webster Elementary and Whitman Elementary School parents were surveyed for this funding proposal. Of the 159, over 58% stated the reason their children do not attend after-school programs was due to cost. Only 16% stated that their children already attend the Boys & Girls Club. 81% stated that if this program was offered at the Normal Hill Cite, they would be interested in receiving more information.

Participant retention will be achieved through providing a fun engaging program that provides positive relationships and a sense of belonging and parent/guardian engagement. Retention will also be done through engaging program participants in program feedback and creating content that will continue to be of interest to the participants while achieving program goals.

## **Project Design: 10,000**

The mission of our CCLC is to provide a safe, nurturing program that academically, socially, emotionally, and physically enhances each participant. Our vision is that every student has access to a high-quality afterschool and out-of-school learning environment.

Management: BGCLCV Executive Director, Jon Evans and BGCLCV Director of Operations, Molly Eller, will oversee the CCLC in strong partnership with Webster Elementary School Principal Brandy Taylor and Whitman Elementary Principal Travis Poulsen. A full-time Program Director and six part-time Youth Development Professionals will be hired to execute the program. All program facets will be planned and executed in partnership with a contracted LEA principal and teacher liaison. These program facets include program design, staff hiring and management, fiscal management, data gathering, reporting, compliance monitoring, participant recruitment and retention, family engagement, staff training, and sustainability planning.

Staffing: All staff will be recruited in partnership with the LEA School principal and all staff and any volunteers, hired for direct experience working with disadvantaged youth, will undergo an extensive screening process including state and federal background checks, reference checks, and an extensive interview process. The CCLC will maintain a 10 to 1 student-to-staff ratio.

Professional Development: 21st CCLC program staff will be provided program-specific high-quality youth development training in CCLC priority areas, including academic enrichment curriculum and data collection/analysis. Other training will include a 12-hour virtual course through the Boys & Girls Clubs Spillett Leadership University, which covers youth development core competencies and skills. The 21st CCLC Program Director will attend the mandatory training courses including the New Grantee Meeting, the two-day Idaho Out-of-School Network Summit, and the Directors Meeting, as well as other virtual courses that promote leadership, youth development, and partnership development.

Evidence:

Evidence-based curricula such as Imagine Learning –Language and Literacy, Imagine Learning-Math, Reading Success for the Whole Class, Peer Assisted Learning for Reading, Quick Reads-Struggling Readers, Math in Focus, Number Rockets, Pirate Math, and Second Step-Social Emotional which are all derived from every Student Succeeds Act of 2015 will all be utilized for this program.

The proposed program will implement the evidence-based Project Learn strategy, which was found to reinforce the academic enrichment and school engagement of participants. Part of Project Learn is Power Hour, which helps students achieve academic success by providing homework help, tutoring, and high-yield learning activities and encourages participants to become self-directed learners.

The proposed program will also implement the evidence-based Triple Play Program. Triple Play is a comprehensive health and wellness initiative that strives to improve the overall health of youth ages 6-18 by increasing their daily physical activity through physical games and challenges, improving their nutrition education through nutritional literacy and curriculum, and by promoting healthy relationship building.

Summer Brain Gain (SBG), a researched-based BGCA curriculum, will be used during summer programming in conjunction with Triple Play and above mentioned Project Learn, Imagine Learning Literacy and Language, and Imagine Learning Math. Summer Brain Gain (SBG) is a hands-on, minds-on, project-based program designed for summer in the Club. It's comprised of week-long modules consisting of fun, themed activities for elementary-aged youth. Activities encourage youth to fall in love with learning by engaging them in unique educational experiences that spark curiosity, allow them to explore their interests, and create opportunities to build academic and social-emotional skills. An evaluation of SBG documented improved math skills for 4th, 5th, and 6th graders; and improvement in reading skills for 5th and 8th graders.

**Alignment:** The Program Director will spend at minimum 5 hours a week at both participating Elementary Schools shadowing specific program participants' classrooms and meeting with a school-appointed teacher liaison who will help design weekly activities and targeted support services for each student participant. The Program Director will provide teachers with a weekly checklist of all 21st CCLC students to indicate which kids need extra help in which subjects. The Program Director will also work with the appointed teacher liaison to develop a shared homework log system for program participants. The Program Director will meet weekly with the teacher liaison as well as meet often with the school principal.

This program will be more targeted for each participant's specific needs than regular Club programming. All 21st Century activities will take place in a specialized location within the Club during the specified program hours. During these program hours, each participant will have higher one-on-one access to the Program Director as well as Youth Development Staff.

**Design:** The 21st CCLC program will operate after school for two hours every day. This schedule will provide 175 days of programming (totaling 350 hours) for the school year. Each daily program schedule will be divided into half-hour increments providing a mixture of three targeted curriculum areas of reading/ELA enrichment, math enrichment, and a social-emotional enrichment combined with an element of physical activity, nutrition education, and a healthy snack. The program participants will be divided into two age groups of Kindergarten through 2nd grade and 3rd through 5th-grade students.

**Summer:** During the 10-week summer program, reading/ELA, math, and social-emotional enrichment activities will be held for program participants one hour out of the day, five days a week for a total of 50 hours of programming. This program will utilize the Summer Brain Gain program which is divided into age-appropriate modules, offering project-based learning experiences to keep participants engaged while having fun with peers exploring new topics, ideas, and learning important skills along the way. Modules will be delivered in the three targeted areas of social-emotional enrichment, reading/ ELA enrichment, and math enrichment. The Summer program will also utilize the Triple Play program and Imagine Learning Literacy and Language and Math curriculum.

**Family:** The proposed program will kick off the school year and summer with an open house held at the program site. The open house will include program participants, their families, the Program Director, a school-appointed liaison, and Club Youth Development Staff. Participants will be able to familiarize themselves with the program area, program staff, program schedule, and program expectations. The program will also offer one family engagement night per quarter

throughout the school year and two-family engagement nights in the 10-week summer program for a total of 8 in-person family events. The family nights will include interactive literacy games and activities that can be shared between parent and child, family dinners, games, and accomplishments by program participants.

Each participant will also take home family engagement handouts once per month to be completed by the child and guardian together. The Second Step Curriculum provides “Home Connection” handouts for parents/guardians to complete with their child. The handouts focus on social-emotional learning. Other handouts may be a recipe for a healthy snack or meal that a child and parent can prepare together. Another handout example would be events that may be taking place in the community that a parent and child could attend together. Participant parents will also have the opportunity to meet one-on-one with the Program Director to discuss the individual needs of each family and student.

Goals: BGCLCV's CCLC program will strive to 1) Increase the percentage of program participants achieving grade-level reading and math 2) Decrease the number of program participant behavioral referrals 3) Decrease the number of absent days by program participants. These will be achieved through targeted high-yield learning activities, one-on-one tutoring and homework help as well as positive mentoring, healthy relationship development with program staff and peers, and overall support to students and families. These objectives will be evaluated monthly by the Program Director through the partnership with our LEA by tracking the improvements of participants' cognitive, social, emotional, and even physical development.

Evaluation: Along with meeting weekly with the appointed teacher liaison and monthly with the school principal, the Program Director will evaluate the program participants using data sharing elements monthly and quarterly, reviewing their attendance, grades, behaviors, and disciplinary referrals. This program will also be evaluated as part of the Boys & Girls Clubs of America's National Youth Outcomes Initiative (NYOI) yearly. This tool assesses the effectiveness and quality of a program and is designed to promote continuous quality improvement of the program and organization.

At year 3 of the program, the 21st CCLC program will be evaluated based on the Grantee Evaluation Guidance set forth by the Idaho State Department of Education. This will be an independent evaluation by a third party and will be structured to report to the grantor the program description including the site location, target population, recruitment strategies utilized, activities provided, participant numbers, average daily attendance, and a percentage of daily program participants. This evaluation will also show the relationship between the primary program components and the specific program goals and key performance indicators used to track each goal.

### **Collaboration and Partnerships: 5200**

Intent: BGCLCV placed a notification on the organization's website ([poweroftheclub.org](http://poweroftheclub.org)), and on all social media accounts letting the community and student parents know that our organization would be applying for 21st Century Community Learning Center Funding. A press release was sent to local news outlets stating the intent to apply for funding. Parents and educators at Webster Elementary were notified of the intent to apply for funding when the needs

assessment surveys were distributed school-wide. Once the application is completed, it will be placed on the BGCLCV website in its entirety for the public to review.

**Collaboration:** BGCLCV is in the unique position to collaborate Boys & Girls Clubs of America (BGCA) resources available to all affiliated Club locations as well as previously obtained state contracts through the Department of Health and Welfare such as Idaho After 3 p.m. funding, Great Futures funding, and the DHW Idaho Community Grant funding- state and regional. All of these contracts allow our organization to offer resources above and beyond the standard program, such as certified Chemical Dependency Counseling services available to Club members and families and a comprehensive quality program designed to promote physical, nutritional, and social-emotional literacy. The Idaho Community Grant program provides funding for added mentoring through our Workforce Program. All of these contracted programs will be available to 21st CCLC Program participants along with their CCLC program services. BGCLCV will also utilize our Summer Food Service Program through USDA to provide summer snacks and lunch for all Club members including 21st Century CCLC program participants.

**Communication:** BGCLCV plans to utilize an established relationship with local media, community partners, and the Chamber of Commerce to dispense information about the program through community partners' email distribution systems and news outlets' social media pages. Information will also be dispensed through the partnership with the participating LEAs, Webster Elementary School and Whitman Elementary School, and Lewiston School District, all of which utilize school digital communication tools such as Class Dojo and Blackboard to communicate with its parents, students, and partners. The LEA's will also communicate program information through emails to parents and student handouts.

**School:** See attached letter of commitment from both participating LEA's: Webster Elementary School Principal and Whitman Elementary School Principal, both showing their dedication to program recruitment, outreach, data sharing, and program execution.

**Partnership:** See attached MOU showing outlined commitment from the Boys & Girls Clubs of the Lewis Clark Valley and Webster Elementary and Whitman Elementary School. BGCLCV commits to providing over 300 hours of CCLC program hours focused on academic enrichment services, social-emotional enrichment services, and family enrichment services. BGCLCV commits to providing activities to help students meet academic standards by utilizing evidence and research-based activities. BGCLCV will ensure families are engaged in their student's education and program participation. BGCLCV will provide programming, an after-school snack, and transportation free of charge to all program participants. BGCLCV is dedicated to providing professional development to all staff involved in executing the 21st CCLC program as well as maintaining partnerships within the community that will help promote and execute the program effectively. BGCLCV commits to providing a safe, clean and accessible facility and avenues to which program staff can share and receive data from the LEA partner regarding program participants.

Webster Elementary School and Whitman Elementary School are both committed to sharing data, providing a staff liaison, allowing the 21st CCLC Program Director to attend appropriate staff meetings and shadow classrooms of program participants. Webster Elementary School is

dedicated to helping the 21st CCLC Program Director execute the program with the utmost quality, fidelity, and integrity possible.

Snack: The Boys & Girls Clubs of the Lewis Clark Valley will provide and serve a nutritious after-school snack for the 21st CCLC program participants at its own expense. This is a service offered to all Club members at all site locations. During the summer program, 21st CCLC program participants will utilize the Summer Food Service Program partnership to receive lunch and snacks.

### **Equitable Access & Site Location: 5200**

Location: The 21st CCLC program will be housed in the newly renovated Normal Hill Clubhouse. The campus was previously used to house Lewiston School District's Lewiston High School. Each building on the campus is completely ADA compliant with a handicap-accessible entrance, classroom space, and bathrooms. The BGCLCV Normal Hill campus is located in Lewiston's historic Normal Hill neighborhood and less than 1 mile from both participating LEA's.

BGCLCV completes an annual Safety Assessment through Boys & Girls Clubs of America, which identifies the needs of each location and addresses safety policies and practices at the site and organizational level. The key areas of focus besides overall site safety are on policies, technology usage, supervision, background checks and mandated reporting. A safety assessment will be done on the location before programming will begin. This program will also be focused on the emotional safety of program participants by ensuring a judgment-free environment amongst participants and staff, providing opportunities for each participant to share emotions and feelings, and building positive healthy relationships with program staff and peers. The City of Lewiston considers the Boys and Girls Club a nonprofit youth development program, not a daycare, therefore it does not require state childcare licensure.

BGCLCV's 21st Century Site and all employees will follow the BGCLCV policies and procedures in all regards including Club member health and safety, confidentiality, transportation, Club member discipline, electronic devices, internet safety, bullying, crisis management, traumatic events, response to emergency, fire and bomb threats, and mandatory reporting for child abuse. This manual is reviewed and revised annually and approved by the BGCLCV Board of Directors.

Transportation: Transportation for all 21st CCLC Program participants will be provided, free of charge through BGCLCV's transportation program. Through the utilization of two 70 passenger buses and two 15 passenger vans, program participants will be picked up at their school and transported to the Club site, and then transported to their home at the end of each day. Each student's transportation plan will be agreed upon by the participant's parent/guardian, 21st CCLC Program Director, program staff, teachers, and school administrators. BGCLCV will implement a "walking policy" in regards to the CCLC and require a signed agreement between a parent/guardian, Program Director, and LEA. All BGCLCV staff providing transportation services are Commercial Driver's License (CDL) certified and have not only trained through BGCLV which includes supervised drives and vehicle assessments but also tested and passed a State of Idaho issued driving and written CDL test.

Access: All 21st CCLC Program Staff, similar to all BGCLCV Club staff will be trained through BGCA Disability Inclusion to ensure all staff are comfortable making accommodations for any children with disabilities who may enroll within the program. The 21st CCLC Program specifically will have the advantage of the partnership between the LEA and our organization, allowing the Program Director to be supplied with information regarding each student's specific needs, whether that be details of a 504 Plan or Individualized Education Plan. The Program Director, appointed Teacher Liaison, teachers, school administrators, and participant parents can help ensure each child's needs are met during the after-school program. This program will be evaluated by the BGCA Disability Inclusion Assessment which will help our organization assess and plan to grow the resources needed to meet the needs of each participant. This may include staffing, policy changes or inclusions, environment changes, or even programming changes. While there are very few non-English speaking students within the school districts (less than 3%) the CCLC site will utilize translations services through Google translate and area translators from Lewis Clark State College and other resources to ensure the site is available to non-English speaking students.

Environment: BGCLCV strives to provide a safe and supportive environment for all program participants. Children need to feel socially, emotionally, and physically safe to grow, strive and reach their goals and become well-rounded productive individuals. BGCLCV practices cultural sensitivity and responsiveness by hiring staff who reflect the community in which we are serving and who are specially trained in engaging with the community we serve. They also engage youth in opportunities to learn about other cultures through fun and interesting program activities and by encouraging staff to celebrate cultural differences and create interest in cultural appreciation.

As a BGCA chartered organization, BGCLCV and the 21st CCLC Program will have access to tools and resources through BGCA.net that will help staff address current issues and events that are impacting youth.

### **Fiscal Management & Resources: 5200**

Fiscal-BGCLCV has experience administering grants at the federal, state, and private funding levels. Since 2003, BGCLCV has been administering a mentoring-based federal fund grant from the Office of Juvenile Justice & Delinquency Prevention. At the state level, BGCLCV has been administering four grants from the Idaho Department of Health & Welfare including the Child Care and Development Fund Subgrant Partnership for Quality, the State Opioid Response Funding, and the Idaho Community Grant Funding for both Regional and State levels. Another state-level grant would be Block Grant Funding from the Office of Drug Policy by the state of Idaho which BGCLCV has been administering since 2019. All of these funding streams require extensive data collection, quarterly, and yearly reporting as well as quarterly and yearly financial reporting. Our organization's administration understands the need for quality data collection and record-keeping for all programs, especially those funded by state and federal level entities.

Due to diligent fundraising, resource sharing, and diversified funding sources, our organization is fiscally healthy enough to cover two months' worth of program expenses. Many of our current grant programs including the Child Care Development Fund Subgrant Partnership are reimbursement-style funding streams. To date, BGCLCV has no corrective actions or findings on any independent financial audits.

Supplement- The proposed 21st CCLC program will supplement, not supplant any existing programming for participants. The program will be a new program offered in a new facility targeting specifically identified program participants in need of additional academic and social-emotional enrichment activities. This program will utilize creative and effective activities and curriculum which will engage program participants and are designed to ensure participants are having fun, while also learning and growing. This program will be offering a research-based curriculum specific to Boys & Girls Clubs through BGCA, as well as an evidence-based curriculum set apart from the everyday curriculum they are receiving during the day. This program curriculum will be more activity-based, focused on high-yield activities that nurture learning but also engage children. While CCLC program participants will have full access to all Club programs, all Club members will not have access to 21st Century Funded programming. CCLC program participants will have a specific space at the Club site designated for CCLC programming including tutoring, homework help, mentoring, high-yield learning activities, and 21st century purchased academic curriculum.

Resources- BGCLCV will leverage the resources and benefits available to us to make the program a success. These resources include our existing relationship with USDA as a Summer Food Service Program site. Through this program, we will serve all 21st CCLC program participants lunch and snacks throughout the summer months. Other resources include current state contracts held by BGCLCV including the Idaho Community Grant funding that will provide access to Workforce Development Trainees to provide additional staff and supervision by peers closer in age to participants and added STEM activities through the Think Make Create program. BGLCV will also utilize our relationship with the City of Lewiston to expose participants to the local Library and its resources.

Sustainability- BGCLCV plans to continue to focus on establishing community-based partnerships such as tutoring support from two local colleges, family services support through other community service organizations and local health organizations. We plan to focus on strengthening our partnerships with Webster Elementary School, Whitman Elementary School and Lewiston School District to continue to provide quality programming for students.

Funding sustainability plans include diversified funding support for the program by seeking other funders with similar goals, including private foundation grants and corporate donors. BGCLCV will also have the opportunity to encourage private donors to contribute to not only the new location but also new programs. BGCLCV has consistently been awarded funding from private and corporate donors for programs such as Project Learn, PowerHour, and Summer Brain Gain. By having a secondary location, we will be able to apply for additional funding through those same funders. By establishing an additional location, our organization will also have the opportunity to apply for additional federal funds through programs such as the Office of Juvenile Justice & Delinquency Prevention.

Upon funding a 21st CCLC Advisory Board will be established and comprised of community partners, participant parents, local educators, BGCLCV Board Members, and staff, to help ensure the sustainability, growth, and effectiveness of this program.

