

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

BGCSV operates the ELO-P program on school site at Downtown College Prep-Alum Rock Middle School (DCP ARMS) and Downtown College Preparatory Middle School (DCP El Camino).

The safety of students we serve is always our top priority. Students who are mentally and physically safe are better able to learn, grow and thrive. BGCSV works continuously to enhance safety policies, practices, and trainings to ensure they are centered on students' needs. There is nothing more important to us than keeping children safe and protected.

BGCSV does not tolerate inappropriate behavior of any kind, including child sexual abuse or misconduct. From strict adherence to policies and guidelines within facilities and staffing structure, to equipping young people with the critical thinking and social-emotional skills to make healthy, safe choices, ensuring students are safe is the first step to their success.

BGCSV implements layers of safety policies and guidelines to keep students safe including:

- **Background Checks:** Mandatory annual criminal background checks for staff and volunteers.
- **Mandatory Reporting:** All staff are certified Mandated Reporters and are required to immediately report any suspected abuse or victimization to the appropriate authorities and school personnel.
- **CPR/First Aid:** All staff are certified in CPR/First Aid and must be recertified every two years.
- **Safety Committee:** A Board-led Safety Committee oversees safety policies and procedures.
- **Mandatory Safety Assessments:** All sites are required to complete a mandatory annual safety assessment.
- **Third Party Experts:** BGCA and BGCSV engage leading third party safety experts on training, policies and resources. Recently BGCA worked with RAINN, the nation's leading organization dedicated to abuse prevention, awareness and response to conduct a safety review.
- **Continuous Enhancement:** Continual updates to BGCSV's sexual abuse prevention policies practices and trainings that align with best practices of healthcare and school-based settings.
- **Resources for Families and Staff:** Impactful training and resources students and families focused on mental health and social-emotional development.
- **Resources for Youth:** Sites are required to prominently display key safety resources and information, including the Child Safety Helpline and Crisis Text Line
- **Policy Communications:** Sites must inform parents and guardians of safety policies when they receive a youth membership application.

- **Staff Uniforms:** All staff are aware of where students are located throughout the duration of the program and are required to wear uniforms to be easily identifiable by students, school staff, parents or other stakeholders.

In partnership with Downtown College Prep (DCP), BGCSV has worked closely with instructional day staff to ensure that safety protocols in the program reflect school day safety terms, plans and procedures. As an affiliate of BGCA, BGCSV must adhere to rigorous safety-related membership requirements related to liability insurance, background checks, and safety policies and procedures. Basic first aid supplies are available on site with safety instructions (including evacuation plan) posted on the walls of the program areas. All emergency contact forms and incident reports are kept in a binder and tracked on our Vision Membership Tracking System. Incidents are reported to guardians, BGCSV management and, if necessary, the school and/or authorities.

Creating a true “Culture of Safety” requires an objective assessment of our operation—policy, programs, people, and property—ensuring that we have a high standard of care which also aligns with the safety procedures of the instructional day.

Aligned with DCP’s school safety plan, the annual Child Safety Organizational Assessment (developed by Margolis Healy, a leading expert in school and campus safety) helps BGCSV program by:

- Analyzing the review process of the Emergency Operations Plan
- Identifying safety gaps, challenges and needs
- Showing a comparative analysis of safety practices from all of the sites
- Providing guidelines to help prioritize actions and links to practical improvement tools

Each year, the Director and program staff complete the Child Safety Organizational Assessment. Results of the assessment are then used—with support from program supervisors and instructional day staff—to develop performance safety goals and determine additional training, if necessary.

Each year, program supervisors and instructional day staff review the emergency protocol and evacuation plan for the program site. Practice drills for both staff and students are conducted monthly. Emergency situation drills include but are not limited to active shooters, bomb threats and weather-related emergencies. Efforts are made to align the biannual emergency and safety drills with those of the school and/or state initiatives such as “The Great California ShakeOut” earthquake drill.

Aligning our safety procedures with the instructional day, BGCSV staff participate in the school’s annual trainings including, but not limited to, blood pathogens safety and “run, hide, defend”. The program director coordinates these trainings with the school principal or other school staff, as needed. These drills are practiced at least one time per trimester.

BGCSV works with school personnel to ensure the school’s policies and practices are followed. It is worth noting site-specific policies and procedures itemized below:

- **Prohibition of One-to-One Contact:** BGCSV prohibits all one-to-one interactions between youth and staff and volunteers, including board members. Staff/volunteers/board members shall NOT: initiate one-to-one contact with a youth; have a private meeting or communication with a youth; or transport one youth at a time. Staff shall ensure that programs, transitions, meetings and communications between youth and staff and volunteers include at least three individuals. Any in-person meetings must take place in areas where other staff and/or youth are present.
- **Visitor Control:** Gates will be locked during program hours. A sign will be posted at the school entrance notifying caregivers and visitors that DCP is a closed campus along with contact information (i.e., Unit Director name, GoTo phone number) for guardian or visitor entry. In addition, staff will perform regular security checks of campus gates (i.e., during each program rotation).
- **Sign In/Out:** At the end of each day, all students must be picked up and signed out by their parent/guardian or an authorized adult (18 years or older) on their list of contacts as indicated by the parent/guardian on their child's completed application. If an authorized adult cannot pick-up their child and arrangements must be made with an adult who is not authorized, guardians must notify staff immediately to give permission for a child's release into their care. Guardian must provide a first and last name of the adult who will be picking up the child. Staff will request a valid photo identification card for verification and photocopy—this photocopy will be included in the child's membership file.
- **Bathrooms:** Bathrooms will be locked during program day. Staff will accompany a minimum of three students to the restroom (see *Prohibition of One-to-One Contact*) at any given time and will remain outside to ensure safety.
- **Drills and Exercises:** Staff will conduct both shelter-in-place and disaster drills (e.g., fire, earthquake) with students once per month for the duration of the academic year.
- **Zero Tolerance Policy:** The safety of youth is our primary concern and therefore we have no tolerance for fighting, bullying, harassment or damage to property. If a child acts out in an aggressive manner with the intent of harming another child/staff or causing damage to property, he/she may be suspended or removed from the program.
- **Open Access Policy:** BGCSV reserves the right to search all persons and carry-in items such as backpacks and gym bags. Any person who refuses to submit to such a search will not be allowed admission into the site.
- **Positive Behavior Management:** Staff shall use only positive age-appropriate methods of discipline and guidance of children, which encourage self-control, self-discipline, self-respect and cooperation. At no time will staff use corporal punishment as a means of discipline. Staff will model positive behavior management techniques and respectful communication. When a discipline issue presents itself, we initiate the following: redirection, verbal warning, time 'in' and/or disciplinary write-ups.
- **Conflict Management:** Staff implement and facilitate both the *Peace Builder* program and the *Weikart Youth Methods'* "Reframing Conflict" approach to help children learn peaceful ways to resolve conflicts and to interact with others.
- **Age Appropriate Groups:** Youth are placed into a group or cohort according to their age and possibly their gender. Each group or cohort rotates according to a pre-determined weekly schedule, set by the Unit Director.

BGCSV provides a safe and supportive environment for the developmental, social emotional and physical needs of students through our mission, youth development strategy and strategic alignment with the 40 Developmental Assets (*Deepening Impact through Quality Youth Development Strategies and Practices* (2006), Search Institute).

A chartered affiliate of Boys & Girls Clubs of America, BGCSV utilizes a proven youth development strategy that nurtures young people's self-identity, while fostering a sense of:

- **Belonging** – a setting where young people know they “fit” and are accepted;
- **Usefulness** – the opportunity to do something of value for other people;
- **Influence** – a chance to be heard and to influence decisions; and
- **Competence** – the feeling there is something they can do and do well.

At the heart of our youth development work is **Formula for Impact**: a research-based theory of change that describes how individual Boys & Girls Clubs and the Movement as a whole can increase our impact – exponentially – on the young people of America. The Formula begins with the young people in the Clubs. It calls for Club professionals to consistently provide the most powerful Club Experience possible. By implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and targeted programs combined with regular and frequent attendance over time, young people are more likely to achieve positive outcomes.

To ensure that we provide a safe and supportive environment for all youth, BGCSV implements the **Five Key Elements** for positive youth development. Youth must have:

1. **A Safe, Positive Environment.** Program staff, facilities, program offerings and age appropriate settings create stability, consistency and a sense of physical and emotional safety for students. The program provides structure and clearly defines acceptable behaviors.
2. **Fun.** Sites generate fun for students. Students develop a strong sense of belonging through connections they establish with staff and peers. Staff make the facility feel like home, fostering a family atmosphere and creating a sense of ownership for students.
3. **Supportive Relationships.** Students develop meaningful relationships with peers and adults. Staff members actively cultivate such relationships to ensure that every student feels connected to one or more adults and peers. Staff members demonstrate warmth, caring, appreciation, acceptance and proper guidance in their interactions with students.
4. **Opportunities and Expectations.** Students acquire physical, social, technological, artistic and life skills. The program staff encourage students to develop moral character and behave ethically. Staff members establish and reinforce high expectations and help young people do well in school and pursue a postsecondary education.
5. **Recognition.** The program recognizes and affirms young people's self-worth and accomplishments. Staff members encourage students and provide positive reinforcement as they make improvements and experience successes. The program showcases young people's achievements.

The Search Institute—the organization that first identified 40 critical youth development assets—linked 62 Club strategies and hundreds of practices to the five major components central to administering programs (aka ‘Five Key Elements’). They concluded that “‘Boys & Girls Clubs’ is in the best possible position to provide developmentally sound and significant experiences to children and youth in communities throughout America” (‘Deepening Impact through Quality Youth Development Strategies and Practices’).

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

In BGCSV’s 80 years of experience, one of the most effective ways to achieve meaningful learning for our students is to design our projects, activities and events around an issue, problem or idea that will be further explored (and perhaps solved) during the activity. This allows students to investigate and find answers that they can apply in their everyday lives, connecting what they’re learning to the real world. This student-centered approach creates a dynamic learning environment wherein students investigate, analyze, discuss, and demonstrate knowledge of major concepts, vocabulary, strategies and ideas.

BGCSV offers experiential and contextual learning activities that have real-world applications that students can use throughout their lives. Using an inquiry-based approach or student-centered learning approach to program design creates a dynamic learning environment wherein students are self-directed, making choices as to what to investigate, analyze and discuss; how to design, prototype and construct; and how to present and demonstrate knowledge of major concepts, vocabulary, strategies and ideas. This approach creates a safe space for students to find answers with the support and guidance of adult staff. In this way, we create classrooms and program spaces of inquiry, where real world problems are discussed and contemplated. Whether it’s an engineering a solution to clean water transportation or rendering a portrait of a best friend using oil pastels, our goal is the same: for students to become self-directed, lifelong learners and leaders.

Programs and activities are planned and implemented using **Project Learn: The Educational Enhancement Program**. Project Learn is founded on research conducted by Dr. Reginald Clark of the New York Academy for Educational Development (‘Critical Factors in Why Disadvantaged Children Succeed or Fail in School’) which showed that students who engaged in a variety of high-yield learning activities or (HYLAs) (fun, but academically beneficial, activities) in their non-school hours had greater academic success than those who did not. Developed specifically to enhance students’ learning success, Project Learn offers a variety of approaches to reinforce the skills and knowledge students learn at school. By integrating fun, educational activities throughout the program, Project Learn creates an environment that builds on students’ strengths, fosters independent learning, and encourages discovery.

These are reflected in Project Learn's four major components:

1. Homework Help & Tutoring: Students participate daily, developing a habit of completing assignments and preparing for class in a positive learning environment that is supportive, stimulating and engaging.
2. HYLAs: Students participate daily in fun, intentional programs based on the annual needs assessment and designed to expose students to 21st century skills and information needed for success.
3. School-Program-Family Partnerships: Students' academic achievement depends upon open communication between staff and parents and between staff, teachers and administrators. BGCSV staff have daily communication with instructional day staff and ongoing communication with families, creating an enriched support network for our students.
4. Recognition: All students are recognized individually and publicly for their academic achievements reinforcing a program culture where academic success is valued and expected.

An evaluation by Columbia University documented the following improvements in Project Learn participants: improved verbal and writing skills, increased enjoyment and engagement in reading; improved grades in reading, spelling, history, science and social studies (Schinke 2000).

The following program activities address school and community needs while integrating our student-centered approach. When developing and implementing any activity, it is important to ask ourselves—and answer declaratively and/or in the affirmative—the following questions:

What do we want our students to learn?

- Does it incorporate all 4Cs? (And, if applicable, include citizenship?)
- Is it student-centered?
- Does it intentionally link academic and developmental skills?
- Does it involve a hands-on, kinesthetic, or project-based component?
- Is presentation and sharing of student-produced work (or progress) part of the activity?

Through Core Enrichment Programs, we engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong learners we want them to be. To achieve our priority outcomes, we offer project-based, experiential and contextual learning programs that have real-world applications that youth can use throughout their lives.

Programs are provided within the following Core Enrichment Areas that address the 21st century skills our members need to be successful in school, a career and life—Critical Thinking, Creativity, Collaboration, Citizenship and Communication:

Education & Career Development

The following activities are offered using the Project Learn strategy (see below):

- Power Hour: daily homework assistance, small group and one-to-one tutoring.
- NeoSci: project- and inquiry-based life, earth, physical science and engineering programs culminating in competitions.

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- My.Future: integrated, project-based digital skills development improving STEM proficiencies.
- CodeCorps: computer science program developing foundational skills in coding, culminating in bi-annual hack-a-thons.
- Robotics: engineering program culminating in an assembled, functional robot for competition.
- Zero Robotics: robotics programming challenge where members develop understanding of graphical interface to code a satellite for competition.
- Money Matters: workforce readiness, financial literacy and entrepreneurship.
- College Bound: college readiness program including college research, scholarship advising and support, and college campus tours.
- Career Launch: assesses skills and interests, explore careers, make sound educational decisions to prepare youth for the 21st century workforce.

Character & Leadership

- Youth of the Year: celebrates youth and their service to Club, community and family.
- Torch Club: chartered leadership and service-learning group dedicated to citizenship, leadership and fellowship.

The Arts

- Fine Arts: programs celebrating the diversity of cultural expression, culminating in local and regional exhibits.
- Literary Arts: includes creative writing (e.g., poetry, short-fiction) and investigative writing (e.g., journalism) culminating in local readings, slams and published work.
- Digital Arts: programs such as photography, digital filmmaking, graphic design and music, all culminating in local and regional exhibits.
- Performing Arts: includes live instrumental performance, dance and drama.
- Culinary Arts: a program focused on smart food choices (i.e., Healthy Habits), food-to-table horticultural practices and meal preparation culminating in a culinary showcase and competition.

Health & Life Skills

- SMART Moves: programs addressing self-efficacy, social-emotional learning and avoidance of risky behaviors.
- Healthy Habits: a nutrition program addressing smart food choices and meal preparation.

Sports, Fitness & Social Recreation

- SPARK: a dynamic cross-fitness program designed to help students meet fitness standards.
- Leagues: includes, but not limited to, flag-football, basketball, soccer, futsal, tennis, Ultimate Frisbee, street hockey, baseball, volleyball, etc.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

To compete in our global society, students must be proficient communicators, collaborators, critical thinkers, creators (the “4Cs”) and citizens (i.e., contributors). Workforce skills and demands have changed significantly over the last 20 years. More and more jobs require analytic and interactive communication skills; critical thinking and problem-solving skills. Those that can and will succeed are those that can embrace diversity and negotiate constant change.

Aligning with the Partnership for 21st Century Skills Framework, our student-centered strategy addresses the four skill areas:

- Learning and Innovation Skills (i.e., 4Cs)
- Life and Career Skills
- Information, Media and Technological Skills
- 21st Century Themes

Our program fully integrates the 4Cs into our pedagogical practice—every day, in every context:

- Communication – students share experiences, knowledge, analysis and understanding of concepts, ideas and vocabulary.
- Collaboration – students work together to reach a goal — putting talent, expertise and smarts to solve a problem.
- Critical Thinking – students use analytical skills to look at problems in a new way, to link learning across subjects and disciplines.
- Creativity – students are encouraged to try new approaches to get things done with the result being innovation and invention.

Programs (*see Section 2*) are provided within the following Core Enrichment Areas that directly address Life and Career Skills; Information, Media and Technological Skills; and 21st Century Themes—and specific needs measured in our annual assessment:

Education & Career Development – programs that strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines enabling students to set goals, explore careers and prepare them for postsecondary education and/or employment.

- Essential skills and knowledge: English, reading and language arts; world languages; arts; mathematics, economics; science; geography; history; government and civics.
- Interdisciplinary themes: global awareness; financial, economic, business and entrepreneurial literacy; and environmental literacy.

Character & Leadership Development – programs that empower students to support and influence their program and community; identify and apply learning to everyday situations and develop values as pertains to civic, community and personal responsibility through group decision-making and collaborative projects.

- Essential skills and knowledge: geography, history, government and civics.
- Interdisciplinary themes: civic literacy.

Health & Life Skills – programs that help students resist alcohol, tobacco, drugs and early sexuality; develop members’ self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.

- Essential skills and knowledge: English, reading and language arts.
- Interdisciplinary themes: health literacy.

The Arts – programs that develop students’ creativity, awareness and appreciation of cultural diversity through the visual, digital, written and performing arts; hands-on exploration of a variety of mediums emphasizing historical context and cultural significance.

- Essential skills and knowledge: English, reading and language arts; world languages; arts; mathematics; science; geography; and history.
- Interdisciplinary themes: global awareness and environmental literacy.

Sports, Fitness & Social Recreation – programs that help students meet State physical fitness standards and address social-emotional development by building cooperation and team skills through structured activities.

- Essential skills and knowledge: English, reading and language arts; mathematics; science; geography; and history.
- Interdisciplinary themes: health literacy.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Through feedback from informal conversations, ‘pulse checks’, surveys and recommendations from our leadership group (i.e., Torch Club), students have the opportunity to share their viewpoints, concerns and interests impacting the structure and content of our program activities— and ultimately improving quality.

Both informal and more formal conversations (i.e., ‘pulse checks’) are efficient tools for staff to get feedback from students regarding their level of interest in a program activity and the efficacy of staff’s delivery of curricular content. Informal conversations happen everywhere and in all contexts. Whether in the classroom (in the middle of an activity), on the field or on a field trip, informal conversations provide critical student insight. Scheduled each trimester, pulse checks are more formal in nature and

take place in each Core Area. Developed as listening sessions, these interactive discussions ask students to reflect on their overall experience from policies to programs, as is age-appropriate.

Information gathered through these conversations is shared at daily staff meetings and—more formally—at Core Area meetings. Occurring monthly, these 120 minute meetings are specific to each Core Area (Education & Career Development, Technology, The Arts, etc.) and provide a deep-dive into program practices, curriculum and—most importantly—student feedback, so as to better meet their needs and interests.

Surveys (e.g., National Youth Outcomes Initiative, child and youth survey) offer an opportunity for students to provide formal, anonymous feedback. Featuring both rating scale questions (e.g., youth developmental assets, satisfaction and service productivity) as well as student comment sections, data is then used to improve program practices, curricula and policies.

Torch Club—our elective, chartered student leadership and service learning group—serves as:

- a representative-body for students' needs and interests,
- a liaison between students and staff; and
- A liaison to the broader community.

As a self-governing body, Torch participants represent a youth constituency. Meeting weekly in their designated conference room, and facilitated by an adult advisor, this leadership group abides by an agreed agenda that takes into account their mandate as leaders and youth representatives. In addition to planning, coordinating and participating in fun, impactful programs and activities in four focus areas (i.e., academic success, career preparation, community service, health and recreation), their most important role is as culture-builders: discussing the concerns and interests of students; communicating recommendations to their advisor and program leadership; and, lastly, creating an actionable plan to help support quality improvement efforts.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

BGCSV's nutrition and fitness programs are based on research, consistent with the expectations established in state and federal curriculum frameworks, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle. Nutrition education is provided as part of the health education program and, as appropriate, are integrated into core academic subjects.

All students are provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity are provided through organized games, physical education, recess, athletic programs, and other structured and unstructured activities.

Our wellness programs aim to improve the health and physical fitness of students while offering ways to incorporate healthy choices into their everyday lives. Long-term goals include: improving participants' self-efficacy, life-long changes in healthy eating habits and physical activity and the possibility of affecting healthcare costs associated with conditions related to chronic obesity and overweight. Immediate goals include: increase flexibility and cardio-respiratory endurance; increase muscle strength and endurance; increase awareness of eating nutritious foods and proper portion sizes.

Program activities that provide opportunities for students to engage in healthy choices and behaviors include the following:

- *SPARK*: designed to meet State physical fitness guidelines while possibly affecting healthcare costs associated with conditions related to chronic obesity and overweight. Curricula directly addresses coordination and gross motor skills while using dynamic conditioning as a tool to model community, teamwork and the collective achievement of a shared goal.
- Healthy Habits: helps participants make smart food choices, understand appropriate portion sizes, and how to create balanced meals. The Healthy Habits nutrition curriculum was developed by BGCA in collaboration with the U.S. Department of Health and Human Services. Both in-class activities and discussions, as well as food-preparation instruction, reinforce the life-long benefits of good nutrition and healthy habits.
- Leagues: includes all-gender flag-football, basketball, soccer, futsal and tennis with Ultimate Frisbee, street hockey, baseball and volleyball dependent on schedule. All leagues feature both intra-program and inter-program play and tournaments that align with professional sports league seasons.
- SMART (Skills Mastery and Resistance Training) Moves: a nationally recognized life skills and prevention program. SMART programs help students resist alcohol, tobacco, drugs and early sexuality; develop participants' self-concept, interpersonal communication and conflict resolution abilities; set personal goals and live successfully as self-sufficient adults.
- Other electives (or Clubs) and events include:
 - o Healthy Cook-Off: an annual event featuring the results of our culinary program with teams presenting to a panel of judges their unique appetizer, main course or dessert.
 - o Culinary Club: students participate in cooking healthy dishes once per week, using healthy ingredients to create unique meals which may be later featured in the Healthy Cook-Off.
 - o Olympics Week: a week-long event that is as old as the organization (74 years), Olympics Week replicates the decathlon with all activities promoting physical fitness and teamwork.

Cultivating an awareness of mind is also central to our culture. Studies show that even five minutes of daily meditative practice can help improve overall health and wellness as well as academic and behavioral outcomes for students (and adults) (Harvard Medical School). Years ago our organization adopted mindfulness and yoga-based exercises as a strategy to enhance health and wellness of both students and staff. By offering annual training, we provide staff with the strategies and techniques they

need to model and lead daily mindfulness exercises with students, while also encouraging staff to adopt mindfulness practices into their daily lives.

BGCSV offers a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. BGCSV will distribute snacks from DCP's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Positive cultural identity is one of the most important developmental assets that our organization is intentionally cultivating in students that participate in our program.

Through our people, practices and programs, our cultural enrichment goal—the first of five qualitative goals (see Section 10)—is for students to feel comfortable with and proud of their identity including, but not limited to, ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race and sexual orientation.

Creating an environment that promotes diversity begins with our people. Our program could neither be effective nor sustained without hiring, training and retaining bilingual and bicultural staff. Our staff's ability to communicate with youth and parents is essential to not only build trust between staff and students and their families, but the community in general.

The following describes our practices and programs that will create an environment that promotes diversity and meets the needs of students and families:

- Life-skills training that considers cultural attitudes and norms; economic, social and community needs and issues; their physical and emotional development; understanding pluralism and multi-culturalism;
- Mentoring relationships with staff who share their unique cultural experiences and values; helping youth develop self-confidence, interpersonal skills and positive feelings about their own cultural identity;
- Ongoing professional development ensuring that staff are informed of the community's ethnic, linguistic and culturally diverse needs;
- Programs and activities that celebrate the diversity of our students and the broader community, emphasizing multi-cultural appreciation and the value of a pluralistic society (e.g., Black History Month, Chinese New Year, Christmas/Hanukkah/Kwanza, Cinco de Mayo, Culture Cook-Off, Dia de los Muertos, Dia de Ninos, Los Dichos, Martin Luther King Day of Service, Multicultural Family

Week).

Central to our mission is to improve the lives of at-risk youth, providing low- or no-cost services to students and families that frequently encounter barriers (e.g., cost, language, accessibility) with other out-of-school providers. Across all of our program locations, we are embedded in the most under-resourced and gang-impacted communities across Santa Clara County. These communities are typically economically depressed, high-crime neighborhoods with an absence of adult role models or mentors.

BGCSV is an all abilities and inclusive program: students that require special accommodation (e.g., I.E.P., a diagnosed behavioral condition, developmental delay, disability, etc.) are welcomed. Our partnership with the school will allow close coordination to provide accommodations when needed. For example, if a student's IEP states that the student requires an aide during the regular school day, then we will work with the school's IEP team to provide an aide after school through IDEA funds or other partnerships. In addition, our program will seek to address the academic and developmental needs of at-risk youth, especially low-income, English learners, foster and/or homeless students and families.

All informational program materials clearly indicate the BGCSV is an all abilities and inclusive program, and will provide academic support and enrichment activities especially for students with disabilities or other barriers.

Our participation in numerous safety-net coalitions (see Section 9) gives us unfettered access to government agencies and other community-based organizations that work exclusively with populations that are most at-risk. With our participation, it allows us to connect and promote our program in identifying those students and families that are most in need of services.

Conversely, this same network of specialized providers functions as a resource for us to turn to when it comes to referring students and families to their services and supporting the professional development of program staff by agencies such as Special Kids Crusade.

The following methods are used to ensure accessibility for those students with disabilities or other barriers such as language or household income:

- Referrals to the 21st Century ASSETs program by the school will prioritize students who are low-income, English learners, foster-home placed, transitionally housed or homeless; academically at-risk and/or other students with disabilities.
- Educational support and homework assistance with particular attention to English language and reading skills; helping students understand the importance of education and developing personal goals; information about higher education opportunities.
- Ongoing professional development ensures that staff have the capacity to support the needs of at-risk students and those with behavioral conditions, developmental delays or disabilities.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Ensuring students engage with quality staff begins with recruitment. And recruiting staff begins with defining the values, characteristics, experience, knowledge and interests that we believe are best suited for those that work with at-risk youth. Reviewed annually, job descriptions clearly articulate minimum qualifications, roles and responsibilities and, lastly, core competencies.

Beyond core competencies—critical thinking, teamwork, communication, etc.—the profile of a desirable staff is as follows:

- A natural affinity to serve as a learning facilitator, helping to connect young people’s—in particular at-risk and youth of color—lived experience to program curricula;
- Have completed undergraduate or are currently pursuing an advanced degree (e.g., education, community health, social/human services, etc.);
- Culturally competent: bilingual (i.e., Spanish) and bicultural (i.e., understand cultural attitudes and norms; economic, social and community issues of the community in which students come from).

BGCSV invests in the professional growth of its staff, developing their capacity to deliver impactful programming. It is our objective to deliver intentional, meaningful growth experiences that result in common language and, both, individual and collective understanding as pertains to our field of work: youth development.

Prior to the beginning of the school year, all staff will have completed a series of courses that provide a solid foundation in our mission and our practices.

- **Youth Development Professionals (YDPs):** 30 hours of coursework including safety (e.g., Mandated Reporter, first aid/CPR, prevention practices, etc.); youth development practices and methods (e.g., Weikart Youth Methods); social-emotional wellness (e.g., trauma-informed practices, DEI practices, mindfulness, growth-mindset, all-abilities and inclusive practices); and curriculum and instructional practices (e.g., pedagogy, homework help, STEM, literacy, fitness, arts, etc.).
- **Unit Directors:** 30 hours of Youth Development coursework (*see above*) and complete 10 hours of management coursework (e.g., practices, policies and procedures, and business operations); complete a series of half-day professional development sessions (e.g., leadership practices, GROW coaching method, etc.); and complete the Club Directors Academy—an intensive two-day management program based on research done by Jim Kouzes and Barry Posner (“The Five Practices of Exemplary Leadership”).

Beyond required coursework listed above, YDPs and Unit Directors participate in monthly Communities of Practice that develop and strengthen skills as pertains to instructional practices, curricula, management and leadership. Topics will include safety, inquiry-based and project-based learning; core content areas (e.g., math, literacy, science, technology, arts, sports/fitness, etc.) to develop/deepen knowledge of

instructional practices and program curricula; and management and leadership practices such as coaching for performance, evaluation, continuous quality improvement and more.

8—Clear Vision, Mission, and Purpose

Describe the program’s clear vision, mission, and purpose.

BGCSV’s mission is *to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, responsible and caring adults*. Serving approximately 7,000 youth annually, ages 4-18+, we provide outcome- and needs-based programs that develop the 21st Century skills our members need to be successful in school, a career and life: Critical Thinking, Creativity, Collaboration, Communication and Community (or Citizenship).

By providing youth with accessible out-of-school enrichment programs, assistance and mentorship, we are part of the solution to close the opportunity gap to achieve greater economic, political and social equity among youth and the communities in which they live, ensuring that members are proactive about their education, their life and their future.

BGCSV takes a holistic approach to creating well-rounded, confident, and healthy youth and aims to provide targeted programs and services that speak to all aspects of a child's development, assuring that members are 1) on track to graduate from high school with a plan for the future; 2) demonstrating good character and citizenship; and 3) living a healthy lifestyle.

Our Core Enrichment Programs engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong learners we want them to be.

Through our Core Enrichment Programs, youth:

- Develop meaningful, long-term relationships with adult professionals and peers
- Improve attitudes towards learning and academics
- Strengthen math, English-language arts and science proficiencies
- Improve long-term academic performance
- Improve basic computer literacy skills
- Develop higher levels of critical-thinking and problem-solving skills
- Improve organization and time management skills
- Develop a higher sense of competency and creativity
- Develop healthy attitudes of personal responsibility, pride and higher standards
- Develop leadership skills through commitment to Club, school and community

- Develop individual goals linking education and career aspirations with concrete actions
- Develop an understanding of different cultures and the value of a pluralistic society
- Increase fitness, nutrition and overall well-being

9—Collaborative Partnerships

Describe the program’s collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

BGCSV enjoys strong collaborative partnerships with our local schools and administrators. Working with local schools, we develop a program mix that extends the learning day by supporting the needs of the school—and its unique culture—while also preserving BGCSV’s mission, values and mandate.

As an extension of the learning day, BGCSV staff works closely with the instructional day staff on a daily basis to support the needs of the school and its students. Through regular meetings and open lines of communication, the partnership between school and program can thrive.

Standing meetings between instructional day staff and BGCSV staff consists of the following:

- School Principal and Director meet monthly to discuss student progress, instructional day staff needs; and shared goals and outcomes as relates to the school’s needs assessment.
- Director participates in the school’s all-staff meetings each trimester, or as appropriate, to share progress, discuss issues and explore opportunities for complementing the learning day (e.g., special events, curriculum, sports activities, culture building, etc.).

Communication between instructional day staff and BGCSV staff is open, sanctioned and consists of the following:

- Parent release agreements for each youth participant, allow the Director to communicate directly (e.g., in-person, phone, email) with instructional day staff to exchange information as pertains to student academic progress, assignments, behavior, grade reports, etc.
- School staff help recruit target students and share data to measure progress.
- BGCSV staff and school staff meet to review the progress of students (based on formative evaluation measures) and areas in which they need support.

Beyond the schools, BGCSV is part an extensive partnership network that provides critical safety-net services for at-risk youth. Key partners that will help ensure effective expanded learning program service delivery includes the following:

- Santa Clara County After School Collaborative (SCCASC): A county-wide collaborative which brings together diverse after school providers and allied organizations to work on the four common goals: 1) high quality programs, 2) well-trained staff, 3) advocacy and 4) and sustainable collaboration. Typically, 25 organizations participate in the collaborative monthly meetings which focus on sharing resources and after school best practices, providing professional development opportunities, and organizing advocacy efforts at the city, county and state levels.
- Region 5 Expanded Learning Partnerships: This partnership focuses on building the capacity of potential and existing ASES and 21st CCLC grantees to develop, implement, and sustain compliant and high quality after school and summer programs. BGCSV's COO, has been a member of Region 5's Advisory Board for over five years. The Board provides input from educators and service providers regarding training and technical assistance needs and resources for school-linked services and after school programs.
- Mayor's Gang Prevention Task Force: Established in 1991, the City of San José Mayor's Gang Prevention Task Force (MGPTF) is a strategic youth violence prevention and gang-related crime reduction initiative. As a coalition partner and Technical Team member, BGCSV collaborates on, plans and implements solutions for reducing gang-related activity and crime. By offering a wide range of specific interventions, including case management and mentoring of youth, provision of safe spaces out of school, and guidance in positive parenting approaches, BGCSV is integral to strengthening the MGPTF's existing Continuum of Care (Goal 1, MGPTF Strategic Work Plan).
- Resource Area for Teaching (RAFT): RAFT serves as an organizational mentor to the program Director and staff, offering formal coaching and ongoing professional development, as well as serving as a thought partner in the development, design, and refinement of STEAM programming and lesson planning.
- The Tech Interactive: The Tech Interactive's Tech Academies program is a partnership with schools in underserved communities to build model programs for teaching STEM (science, technology, engineering and math). Through this partnership, we are part of a network of model STEM programs that will nurture the next generation of Silicon Valley innovators. Cross-curricular professional development helps educators bring engineering design into their classrooms and after school programs in ways that support Common Core and Next Generation Science Standards.

We continually identify potential partnerships that can benefit the programs. We have partnerships with the City, Police Departments, and other community based organizations that can enhance the after school programs. The efforts to include these partners include regularly scheduled meetings, task forces, and ongoing volunteerism.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan. California Department

BGCSV promotes leadership, character, health and career development of youth, while emphasizing their cognitive, social, cultural, physical, emotional and moral growth. Each year we strive to reach certain qualitative goals which will help us achieve our mission. These goals include:

- 1) **Cultural Enrichment** – youth engage in programs that emphasize multi-cultural appreciation and the value of a pluralistic, multi-cultural society.
- 2) **Personal (Intrapersonal) & Social (Interpersonal) Development** – youth develop a positive self-concept, the ability to understand emotions and practice self-discipline; youth improve social skills by working with others, developing and sustaining friendships through cooperation, empathy, and negotiation, and developing judgment and coping skills.
- 3) **Educational (Cognitive) Development** – youth develop critical thinking and reasoning skills; develop knowledge and an ability to appreciate and demonstrate creative expression and to problem-solve; develop valuable organizational skills, including time management, prioritization and task completion; improving academic performance and become effective, life-long learners through academic assistance in a supportive learning environment.
- 4) **Health & Physical (Motor/Fine Motor) Development** – youth acquire movement and coordination skills; learn how to maintain a healthy lifestyle that will assure future well-being such as exercise, good nutrition and understanding the consequences of risky behaviors.
- 5) **Citizenship, Career & Leadership Development** – youth learn the importance of contributing to their community and to be involved in efforts that contribute to the broader good; improve computer literacy and job-readiness skills and prepare for positive futures through the provision of scholarship, college, job and career-related information.

BGCSV aims to provide programs that positively impact each young person. In order to ensure that our programming is benefiting the youth we serve, BGCSV sets a variety of goals and employs a host of tools to determine program effectiveness.

Impact of Academics

- **On-Track:** 70%+ youth will end the year on-track. On-track indicators include a school attendance of at least 90% and 2.0+ grade point average (GPA).
- **High School Graduation:** 90%+ of eligible seniors will graduate on time.
- **Academic Performance:** 70%+ of members will report that the program improved or sustained their academic performance.
- **Learning and Applying New Concepts:** 70%+ of members will report that the program improved or sustained their ability to learn new things.
- **Future Academic Plan:** 70%+ of members will report that they plan to graduate from high school and attend college or a technical program.
- **Expectations of Academic Success:** 80%+ of members will report that: a) academic success is important to their future; and b) that Club staff care about their learning and academic performance.

- **Education Enrichment:** 65%+ of members will report improvement in knowledge, skills, abilities and/or attitude in the following enrichment areas: STEM and literacy.
- **College Readiness:** a) 65%+ will report improvement in knowledge, skills, abilities and/or attitudes in the following areas: academic strengths and career interests; college and career research; application process; budget, savings and financial aid; personal statement writing and interviewing; and b) 80%+ of participants will report that the program helped them understand the importance of higher education to future earnings.
- **Career Development & Job Readiness (Junior Staff):** a) 70%+ will report improvement in their understanding of social service and/or youth service careers; b) 70%+ will report improvement in their understanding of how to prepare for employment and a career; c) 70%+ will report that they learned skills important to leadership and/or job performance; and d) 35%+ will report an interest in pursuing a career in youth or human services.

Impact of Character, Citizenship, Leadership and Other Developmental Assets

- **Staff-Member Connectedness:** 80%+ of members will report positive relationships with Club staff.
- **Member-Member Connectedness:** 80%+ of members will report positive relationships with other members.
- **Self-Concept:** 80%+ of members will report that the program improved or sustained a positive understanding of who they are and their abilities.
- **Critical Thinking:** 80%+ of members will report that the program improved or sustained their ability to make informed and important choices.
- **Communication:** 80%+ of members will report that the program improved or sustained their interpersonal communication skills.
- **Collaboration:** 80%+ of members will report that the program improved or sustained their ability to work collaboratively with their peers.
- **Creativity:** 80%+ of members will report that the program improved or sustained their divergent and lateral thinking skills and their desire to express themselves creatively.
- **Citizenship:** 80%+ of members will report that the program helped them find ways to help their community.
- **Involvement with Juvenile Justice (*middle and high school only*):** 80%+ of members will report that they have not had any involvement with the juvenile justice system in the last twelve months.

Impact on Healthy Lifestyles

- **Avoidance of Risky Behaviors (*middle and high school only*):** a) 70%+ of members will abstain from substance use; and b) 70%+ of members will abstain from sexual risk taking—defined as onset of sexual activity at an early age, having multiple sexual partners and/or engaging in unprotected sex.
- **Healthful Choices:** 80%+ of members will report that the program taught them how to make healthful lifestyle choices that nurture their personal well-being.

Our program features various data collection techniques designed to engage stakeholders about program quality and enable us to develop a quality improvement plan based the Quality Standards for Expanded Learning in California (QSEL). Data helps us a) assess our performance against an accepted standard (e.g., QSEL), ourselves and other programs; and b) establish desirable levels of performance based on the Quality Standards to help us meet the needs and interests of youth and improve overall program quality.

Instruments of evaluation and assessment may include:

- **Vision Membership Tracking Software:** tracks frequency of member attendance; specific program participation and demographic information.
- **Weikart Center for Youth Program Quality's Program Quality Assessment (PQA):** a comprehensive self-assessment and observation tool aligned with research-based program quality standards.
- **Quick Comprehensive Assessment of Summer Programs (QCASP):** self-assessment and observation tool aligned with research-based summer program quality standards.
- **Pulse Checks:** formal feedback and listening sessions with various stakeholders including youth, school staff, parents and others.
- **Instructional Assessment:** a site observation tool developed by BGCSV's curriculum and instruction team to assess quality of instructional and program practices.
- **Youth, Parent, Staff and/or Teacher Evaluation (if applicable):** a comprehensive outcome-based evaluation that incorporates the use of performance, program-based outcomes, logic modeling, assessment of youth development asset productivity and assessments of BGCSV's target changes and outcomes. There are four types of questions included: satisfaction, asset development service productivity, agency-specified service productivity and/or change in status over time.
- **Program Survey:** written assessment asking members to evaluate specific programs and staff's ability to delivery on key outcomes.
- **Pre-/Post-Assessment:** measures change in knowledge, skill/s, ability and/or attitude.
- **Student Grade Reports:** measures student performance and quality of school work. When applicable, BGCSV has parental consent to obtain school records, transcripts, grade reports and test results of individual Club members.
- **California Assessment of Student Performance and Progress (CAASPP) System:** through our partnership with local school districts (and parental consent), BGCSV is privy to individual and aggregate assessment results in mathematics and/or English-Language Arts to evaluate the efficacy of our programs.

Using these instruments, data are consolidated and aggregated into a performance data report that is compiled, distributed and reviewed at bi-annual strategic retreats. This report includes both summary comparison data (i.e., external (organization vs. national), internal (site vs. site)) and site-specific data. These data help the Unit Director and staff develop a quality improvement plan that aligns with our program outcomes.

During these daylong, highly structured retreats, program staff are presented with the totality of their data. At the conclusion of the presentation, staff breakout to conduct a deeper review followed by

meaningful conversations and analysis. The day then shifts to a planning phase. Based on their analyses, program staff use our SMART goal action-planning tool to help develop immediate, mid-range and long-term improvement goals while also identifying the professional development and technical support needed to enhance program quality to meet youth’s needs and interests.

The quality improvement-planning tool features three broad goal-setting categories and allows the development of two or three specific goals:

- **Professional Goals:** 2-3 goals specific to program leadership’s administrative, managerial and leadership responsibilities;
- **Constituent Experience Goals:** 3 goals specific to meeting the needs and interests of youth; and
- **Self-Service Goals:** 3 goals specific to program quality and continuous improvement.

Each goal must include a performance metric (ex. ‘over year prior, improve youth’s report of sense of belonging from 65% to 75% or better’) and cite the specific data instrument that will be used to measure the metric (ex. NYOI). Developed from their goals are next steps (or objectives) which demands specific action steps to support the stated goal. This process continues until the quality improvement plan is complete.

Once complete—from staff and the Unit Director to the Regional Director and COO—the quality improvement plan prioritizes only those goals that will help refine, improve and strengthen program quality.

As a living document, the plan helps drive the development of specific strategies over the next six to twelve months. The goals contained therein are reviewed, discussed and progress related to its ends reported on at bi-weekly directors’ meetings, facilitated by the COO. Each meeting also includes a discussion of the QSEL. Focusing on one standard per meeting, program staff breakout into small peer discussion groups to share best practices vis-a-vis the Quality Standards and how they align with their program goals and our desired outcomes.

11—Program Management

Describe the plan for program management.

Mark Washbush (**Chief Operating Officer**) oversees our organization’s day-to-day operations and program services. With twenty years of experience working with at-risk youth as a youth development and management professional, our COO oversees **Regional Directors**, the **Learning and Innovation** team and Teen Success team.

Our organization’s Regional Directors oversee all locations. Regional Directors have between fifteen and forty years of youth development and management experience. Regional Directors meet—on-site—at least monthly with Unit Directors, providing management and coaching, and serve as an organization

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liaison and primary point of contact between BGCSV and the charter network, attending all expanded learning meetings, attending appropriate professional development opportunities and maintaining frequent, regular contact (e.g., meetings, emails, calls) with school leadership.

Pam Leppi oversees the Learning and Innovation team, focusing on curriculum development, professional development, evaluation and educational partnerships (e.g., RAFT, The Tech Interactive, etc.). With over ten years as an elementary school teacher, Pam views our work through the lens of an educator, developing and strengthening pedagogical practice and using Common Core to help inform curricula. Through monthly Communities of Practice, monthly site observations, quarterly evaluations and real-time coaching to improve content delivery, Pam and her team strengthen staff's capacities to develop and deliver high quality, developmentally appropriate programming for students TK-12.

Unit Directors manage the day-to-day operations and programming at each clubhouse. Unit Directors overseeing programs average between 2-10 years of youth development and management experience. Unit Directors communicate daily with school leadership and teachers on critical issues regarding students' attitudes, behaviors, aptitudes and any other noted improvements, changes or areas of concern. More formal meetings are scheduled monthly, quarterly or as needed (e.g., advisory groups). Meeting the individual needs of our students can only be effective through an equal exchange of ideas, suggestions and strategies to accomplish our priority outcomes. The Unit Director routinely collaborates with the school as to professional development opportunities, open houses, special events, transportation, student outreach and parent-referral.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The ELO-P funds will be used to combine with our ASES program, creating enrichment activities from one or more educational partners throughout the school year. In 2023-2024, DCP is partnering with the Boys & Girls Club to offer DCP students the opportunity to sign-up for enrichment programs offered throughout the school year. For intersession and summer ELO-P programs, students who are both enrolled or not enrolled in ASES will have the opportunity to sign-up for the enrichment programs offered through the ELO-P program. With any leftover funds, DCP will also fund after school sports and related transportation at the middle schools through a combination of ELO-P funding and general LCFF funding.

Transitional Kindergarten and Kindergarten

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Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

N/A

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Below is a sample schedule that includes both the instructional day and after school program.

TIME	ACTIVITY	HOURS
8:00-8:55	Period 1	55 mins
8:58-9:53	Period 2	55 mins
9:53-10:13	Brunch	20 mins
10:16-11:11	Advisory	55 mins
11:14-12:09	Period 3	55 mins
12:12-1:07	Period 4	55 mins
1:07-1:42	Lunch	35 mins
1:45-2:40	Period 5	55 mins
2:30pm	Check-in / snack	0.5 hrs
3:00pm	Power Hour	1.0 hrs
4:00pm	Core Enrichment Rotation I	1.0 hrs
5:00pm	Core Enrichment Rotation II	1.0 hrs
6:00pm	Program End	
	TOTAL	9.92 hrs

Below is a sample schedule for a minimum nine-hour summer or intersession day.

A typical summer or intersession schedule consists of three hours of academic enrichment (English-language arts, math and science), at least sixty minutes of physical activity and at least one hour of arts, technology and other activities.

TIME	ACTIVITY	HOURS
8:30am	Check-in / morning activities	1.0 hrs
9:30am	Morning rally	0.5 hrs
10:00am	Literacy	1.0 hrs
11:00am	Math	1.0 hrs
12:00pm	Lunch	1.0 hrs
1:00pm	Science	1.0 hrs
2:00pm	Arts	1.0 hrs
3:00pm	Sports/Fitness	1.0 hrs
4:00pm	Technology	1.0 hrs
5:00pm	Life Skills/SEL	0.5 hrs
5:30pm	Program End	
	TOTAL	9.0 hrs