



Date: October 21, 2022
To: Board of Directors
From: Kevin Sved, CEO
Subject: Extended Learning Opportunities Program and the Boys and Girls Club

Background on Extended Learning Opportunities Program

The Expanded Learning Opportunities Program (ELOP) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade. “Expanded learning” encompasses before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the legislature that expanded learning programs be pupil-centered, results driven, include community partners, and complement (but not replicate) learning activities in the regular school day and school year.

ELOP funding provided for 2020-21 was intended for planning purposes and could be carried forward to 2021-22. Funding for 2022-23 could be used for program planning or program implementation. Program implementation is mandated for the 2023-24 school year. ELOP funding allocations are listed below in Table 1 by school.

Table 1: ELOP Funding by School

School	Carryover from 2021-22	2022-23	Total Funding for 2022-23
GPS	148,545	438,885	587,430
HC	51,564	194,658	246,222
HPS	150,651	465,835	616,486
WPS	225,005	685,589	910,594

ELOP requires students to have an opportunity for nine hours of programming. On school days, these nine hours are inclusive of the school day. In addition, the program must provide at least 30 days of inter-session programming with each day also being a minimum of nine hours. Intersession days can take place during the summer or other breaks, including spring break or winter break. The program must be free for eligible students based on economic status (free or reduced price lunch), foster youth designation, or housing insecurity as defined by the McKinney-Vento Homeless Assistance Act. [Here](#) is the link to the CDE’s ELOP webpage for more information.

Proposal from Boys and Girls Club of Silicon Valley

Kirsten Carr, Director of Engagement and Partnerships, established a relationship with the CEO and COO of the Boys and Girls Club of Silicon Valley to explore how a partnership with the Boys and Girls Club of Silicon Valley (BGCSV) could support providing an enriching extended learning program for Navigator students. After a series of meetings, the attached proposal and memorandum of understanding was developed for BGCSV to provide after school programming at Gilroy Prep and Hollister Prep beginning

November 28, 2022. BGCSV includes Gilroy and Hollister in its region. In order for BGCSV to serve Watsonville Prep and Hayward Collegiate, BGCSV will need to obtain interagency agreements with the Boys and Girls Clubs that serve those regions. At this time, we are proceeding with Gilroy Prep and Hollister Prep with the plan to continue dialogue with BGCSV about the possibilities of also serving Watsonville Prep and Hayward Collegiate. Currently, Hayward Collegiate is operating an after school program with the ELOP funding that conforms to ELOP requirements. Watsonville Prep has a pay-based after school program provided by the YMCA.

In addition to the after school program, BGCSV also proposes to meet the intersession ELOP program requirement by providing 34 days summer school. The attached proposal describes the robust Boys and Girls Club program. BGCSV also provides ELOP programming for Alpha Public Schools and Rocketship.

The current proposal is to serve 100 students each at Gilroy Prep and Hollister Prep. If the demand exceeds 100 students, BGCSV is prepared to scale up the staffing to serve more students at an additional cost. The proposed costs of the program are described in Table 2.

Table 2: Program Costs, Boys and Girls Club of Silicon Valley

School	After School	Summer Program	Total
GPS	172,282	88,055	260,337
HPS	172,282	88,055	260,337

Analysis

The Boys and Girls Club has significant expertise in providing after school and summer programming, and it is deeply familiar with ELOP program requirements. The quality of Boys and Girls programs as evidenced by their materials and through conversations with other charter leaders who utilize the Boys and Girls Club program lend credibility and confidence to moving forward with the Boys and Girls Club program. Providing the after school program with Navigator staff, as we are doing in Hayward Collegiate, has some benefits, including building on relationships between staff and students. However, the challenges of hiring, professional development, and potential burnout for staff members who are working both the regular school day and after school makes it difficult and not as sustainable over the long term compared to a partnership with the Boys and Girls Club which specializes in after school programs.

Recommendation

It is recommended that the Board authorize the CEO to execute the attached Memorandum of Understanding between Navigator Schools and the Boys and Girls Club of Silicon Valley.

Attachments

- Boys and Girls Club Proposal
- Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING (MOU) 2022-2023
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT**

By this agreement made and entered into on October 26, 2022 (“Effective Date”) between NAVIGATOR SCHOOLS (hereinafter referred to as **NAVIGATOR**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this Agreement shall commence on November 1, 2022 (the “Commencement Date”) and shall expire on the date in which the final grant award amount is provided from California Department of Education to NAVIGATOR, unless extended or sooner terminated in accordance with the terms of this Agreement. Regardless of the date of execution of this Agreement, this Agreement is effective as of the Commencement Date.

B. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Locations

- PROVIDER will operate programs at the following locations:

Gilroy Prep 277 IOOF Avenue Gilroy, CA 95020	Hollister Prep 881 Line Street Hollister, CA 95023
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Hours of Operation

- PROVIDER will ensure that the Program will operate every regular school day during the regular school year for 115 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 6:00 p.m.
- **EXCEPTION:** PROVIDER is allowed to close up to three days for training purposes as allowed by California Department of Education (CDE) guidelines. Proper notification of at least three weeks in advance will be given to NAVIGATOR staff, students, and families.

Early Release Policy

- PROVIDER will use an agreed upon Early Release policy and apply it on a student-by-student basis. Although students may be released early based on the established policy, the program must remain open until 6:00 p.m.

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. The State requires a minimum staff to student ratio of 1:20 for students in grades 1-8, 1:15 for students in kindergarten; and 1:10 for students in transitional kindergarten. Enrollment for the program will be up to 100 students.

- The program will integrate with the regular school day and other extended learning opportunities while providing a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:
 - An educational literacy element, which includes tutoring and/or homework assistance designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
 - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, sports leagues, career-technical education, prevention activities, and special events. Other learning support opportunities may include service-learning and mentoring.
 - When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school. NAVIGATOR has selected to report data on the California Assessment of Student Performance and Progress (CAASPP) assessments for the Statewide Evaluation.
- The program will offer a daily nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements. PROVIDER will distribute snacks from NAVIGATOR's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused snacks, and completing any necessary documentation.

Enrollment Process/Priority

- PROVIDER will work collaboratively with the school principals in using NAVIGATOR's established criteria and process for the enrollment of students. Students will be enrolled in the following order:
 - First priority for enrollment is given to students who are identified in the NAVIGATOR's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
 - Second priority will be given to students who are identified in the NAVIGATOR's student information system as qualifying for free or reduced price lunch and as an English learner
 - Third priority will be given to students who are identified in the NAVIGATOR's student information system as qualifying for free or reduced price lunch, but not English learners
 - Fourth priority will be for English learners who do not qualify for free or reduced price lunch
- The school principals may decide to open enrollment to other students depending on individual cases with mitigating factors.

Staffing/Hiring

- Minimum staff to student ratio is 1:20 for students in grades 1-8; a minimum staff to student ratio is 1:15 for kindergarten students; and a minimum staff to student ratio is 1:10 for transitional kindergarten students.

- PROVIDER will do its own hiring and training of such staff and work collaboratively with the site principals to align the goals and needs of the specific school.

Attendance/Behavior Management

- PROVIDER will take daily attendance and check the school's Daily Attendance Report (provided by Office Manager). PROVIDER will call parents/families of any student who was present during the regular school day but absent from the Program. This will be a safety precaution to account for any student who may be opting to go elsewhere after school.
- PROVIDER will check the school site's Daily Attendance Report to see if a student was absent from the regular school day but chose to attend the Program. Students will not be allowed to attend after school if they miss the regular school day. The same guideline applies to students who have been suspended; they are not allowed to be on campus during or after school hours.
- PROVIDER will maintain an average daily attendance of 85% of the maximum total (e.g., 85 of 100 students).
- PROVIDER will be responsible for training its staff on behavior management and will work collaboratively with the school's staff and principal to align the behavior expectations. PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the Program for students who are consistently absent or not following guidelines. Any such actions will be communicated to the school.

Data Collection & Reporting

- PROVIDER will work collaboratively with NAVIGATOR to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs. Due dates to NAVIGATOR are as follows:
 - 10 business days before January 31, 2023 (and 10 business days before July 31, 2023 for the **semi-annual attendance reports**;
 - 10 business days before October 31, 2022, 10 business days before January 31, 2023, 10 business days before April 30, 2023, and 10 business days before July 31, 2023 for the **quarterly expenditure reports**;
 - 40 business days (approximately 8 weeks) before October 15, 2023, for the **annual evaluation reports**.
- PROVIDER will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State, as well as backup documentation for the school site (e.g., principal and parents) and NAVIGATOR (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep financial and attendance records for five years and will provide access upon request. PROVIDER will submit the CDE Quarterly Report and the detailed Quarterly Expenditure Report to NAVIGATOR according to the specified time line above.
- PROVIDER will complete and return daily the snack production records to Child Nutrition Services.

Program Effectiveness

- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of the NAVIGATOR and school.

Facilities

- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of NAVIGATOR property.
- PROVIDER shall ensure that any space being used is left in a tidy manner and ready to be cleaned by NAVIGATOR's Maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.)

C. NAVIGATOR CHARTER SCHOOLS OBLIGATIONS: For the period of this agreement, NAVIGATOR shall provide the following:

Enrollment Process/Priority

- First priority for enrollment is given to students who are identified in NAVIGATOR's student information system and/or on the PROVIDER's application as homeless youth or in foster care at the time they apply for enrollment into the Program.
- NAVIGATOR will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students.
- NAVIGATOR will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

Attendance/Behavior Management

- The school Office Manager will provide Daily Attendance Reports in PROVIDER's mailbox.
- The school staff and principals will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting

- NAVIGATOR will work collaboratively with PROVIDER to collect and report data, according to State requirements. This will include semi-annual attendance reports, quarterly expenditure reports; and annual fiscal and evaluation reports as well as evaluation of the effectiveness of programs.
- NAVIGATOR will use the State's standardized procedures and collection tools developed by the CDE for evaluation purposes.

Program Effectiveness

- NAVIGATOR will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the Program to align with NAVIGATOR and school goals.
- NAVIGATOR will include PROVIDER's staff in appropriate staff development (e.g., behavioral interventions, social-emotional wellness methods, language arts, math, etc.).

Facilities

- The physical locations where the Program is implemented will be designated as the program sites.

- NAVIGATOR will provide space as needed, to meet the attendance requirements as defined by the grant, such as classrooms, use of student restrooms, drinking fountains, playground facilities, and gym/multi-purpose rooms.
- NAVIGATOR will provide all water, electricity, lighting, heating, and trash removal service.
- NAVIGATOR will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).

D. COMPENSATION: For the full performance of this agreement for no more than 100 students enrolled per location, NAVIGATOR shall pay PROVIDER \$344,564 as follows: \$172,282 (Gilroy Prep) and \$172,282 (Hollister Prep).

If demand for services exceeds enrollment threshold (i.e., 100 students), NAVIGATOR shall pay PROVIDER an additional \$5,500 per 20 students per month for the duration of the school year.

E. PAYMENT TERMS: Payment to be made as follows:

NAVIGATOR shall pay PROVIDER in seven equal monthly installments beginning with the execution of this agreement. PROVIDER shall submit an invoice on the first day of each month to generate payment. Payment shall be paid within two business weeks of date of invoice.

Billing Address:

NAVIGATOR Schools

Attn: Ami Ortiz, Director of Business and Finance

Address: 650 San Benito Street, Suite 230
Hollister, CA 95023

F. PERIOD OF MOU: PROVIDER's work as specified in this agreement shall commence on October 10, 2022 and shall be completed on or before June 30, 2023.

G. INSURANCE: Reference General Terms and Conditions, G.2.

The evidence of insurance is attached.

H. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and save harmless NAVIGATOR, its directors, officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of NAVIGATOR. This obligation shall continue beyond the term of this agreement as to any act or omission which occurred during or under this agreement. This indemnification obligation is not limited in anyway by any limitation on the amount

or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as set forth in Exhibit A herein to assure compliance with the Indemnification provision, herein above. NAVIGATOR shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide Certificates of Insurance reflecting policies of insurance and NAVIGATOR'S additional insured status to NAVIGATOR prior to commencing any services.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

4. CONFLICT OF INTEREST: Before executing this agreement, PROVIDER shall disclose to NAVIGATOR the identities of any board member, officer, or employee of NAVIGATOR, or relatives thereof, who PROVIDER knows or should know will have any financial interest resulting from this agreement.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this agreement. If other than a natural person, PROVIDER is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this agreement, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other PROVIDERS as necessary for the completion of this agreement and shall maintain workers' compensation insurance as required by state law. NAVIGATOR shall not control, direct, or supervise PROVIDER's additional workers or PROVIDERS in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or PROVIDERS and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. PROVIDER shall not hire employees of NAVIGATOR for performance of this agreement.

8. ASSIGNMENT: Without the prior written consent of NAVIGATOR, this agreement is not assignable by PROVIDER.

9. SUCCESSORS AND ASSIGNS: This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with NAVIGATOR pupils until such time as PROVIDER has verified in writing to the governing board of NAVIGATOR that such employee has not been

convicted of a felony as defined in Education code 45125.1. PROVIDER's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the NAVIGATOR and/or acting as independent PROVIDERs of PROVIDER. Verification of compliance with this section shall be provided in writing to NAVIGATOR prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with PROVIDER or NAVIGATOR a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this agreement are authorized without the prior written consent of NAVIGATOR.

14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

15. TERMINATION: Either party may terminate this agreement upon sixty days advance written notice. NAVIGATOR will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this agreement or terminate agreement prior to the compensation date. In the event of such termination, NAVIGATOR may proceed with the work in any manner deemed proper by NAVIGATOR. The cost to NAVIGATOR shall be deducted from any sum due PROVIDER under this agreement.

16. SEVERABILITY: In the event any portion of this agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this agreement which shall remain in full force and effect.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of NAVIGATOR.

19. EXPENSES: PROVIDER will use the 85% of the grant's total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of NAVIGATOR.

20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, PROVIDER certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of NAVIGATOR. Additionally, as the Contractor/PROVIDER is not a NAVIGATOR employee, NAVIGATOR is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

I. COMMUNICATIONS: Communications between the parties to this Agreement may be sent to the following addresses:

NAVIGATOR

Navigator Schools
Attn: Kevin Sved, CEO
Address: 650 San Benito Street, Suite 230
Hollister, CA 95023

PROVIDER

Boys & Girls Clubs of Silicon Valley
Attn: Steve Wymer, CEO
Address: 518 Valley Way
Milpitas, CA 95035

**NAVIGATOR SCHOOLS
WORKERS' COMPENSATION INSURANCE
PROVIDER'S
CERTIFICATE OF EXEMPTION**

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-PROVIDER's employees, all in compliance with State laws.

I agree to fully protect NAVIGATOR SCHOOLS for any and all injury and death claims arising out of the work performed for NAVIGATOR. I agree to indemnify NAVIGATOR for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature: 

10/25/2022

Name: Steve Wymer
Title: Chief Executive Officer
Address: 518 Valley Way
City, State: Milpitas, CA 95035
Phone: 408-957-9685

J. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This Agreement constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

NAVIGATOR:
NAVIGATOR SCHOOLS
By:

Name: Kevin Sved
Title: CEO
Date: 10/26/2022

PROVIDER:
Boys & Girls Clubs of Silicon Valley
By:



Name: Steve Wymer
Title: CEO
Date: 10/25/2022

EXHIBIT A INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this agreement.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and
2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and NAVIGATOR shall maintain limits no less than:

1. Commercial General Liability: \$1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and
2. Automobile Liability: \$1,000,000 combined single limit per accident for bodily injury and property damage; and
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of \$1,000,000 per accident.
4. Cyber Liability: \$2,000,000 limit/aggregate with \$5,000 retention for First and Third Party Liability.
5. Abusive Conduct (including but not limited to sexual molestation) Liability: \$1,000,000 occurrence/\$2,000,000 aggregate.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by NAVIGATOR's Risk Manager. At the option of NAVIGATOR, either; the insurer shall reduce or eliminate such deductibles or

self-insured retentions as respects NAVIGATOR, its officers, employees, agents and PROVIDERS; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by NAVIGATOR's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages
 - a. NAVIGATOR, its officers, employees, agents and PROVIDERS are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to NAVIGATOR, its officers, employees, agents and PROVIDERS.
 - b. PROVIDER's insurance coverage shall be primary insurance as respects NAVIGATOR, its officers, employees, agents and PROVIDERS. Any insurance or self-insurance maintained by NAVIGATOR, its officers, employees, agents or PROVIDERS shall be excess of PROVIDER's insurance and shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERS are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, NAVIGATOR; products and completed operations of NAVIGATOR; premises owned, leased or used by NAVIGATOR; and automobiles owned, leased, hired or borrowed by NAVIGATOR. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERS.
 - c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided NAVIGATOR, its officers, employees, agents, or PROVIDER's.
 - d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages
Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after ninety (90) days' prior written notice has been given to NAVIGATOR.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Ami Ortiz, Director of Business and Finance
650 San Benito Street, Suite 230
Hollister, CA 95023

F. VERIFICATION OF COVERAGE

PROVIDER shall furnish NAVIGATOR with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following address or any subsequent address as may be directed in writing by NAVIGATOR's Chief Executive Officer or Authorized Signatory:

Ami Ortiz, Director of Business and Finance
650 San Benito Street, Suite 230
Hollister, CA 95023

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor under similar limits of coverage.

GREAT FUTURES START **HERE.**



**BOYS & GIRLS CLUBS
OF SILICON VALLEY**

CORE ENRICHMENT PROPOSAL



Prepared for Navigator Schools

www.bgclub.org

Organization Description

Mission & History

Boys & Girls Clubs of Silicon Valley's (BGCSV) 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 5,000 youth annually, ages 5-18, 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 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 equality among youth and the communities in which they live, ensuring that members are proactive about their education, their life and their future.

What began over 75 years ago as a club serving boys who needed a positive alternative to the streets, has now expanded, comprising 32 clubhouses throughout Santa Clara County and the broader Bay Area region.

Priority Outcomes & Core Enrichment Areas

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. **[Attachment A]**

To achieve these priority outcomes, programs are provided **[Attachment B]** within the following Core Enrichment Areas that address the academic, cognitive growth and social-emotional needs of youth:

- Character and Leadership Development
- Education and Career Development
- Arts and Cultural Enrichment
- Health and Life Skills
- Sports, Fitness and Social Recreation

Providing comprehensive curricula year-round, the Club is open to members Monday through Friday from 2:30pm - 6:00pm during the school year and Monday through Friday (7:30am - 6:00pm) during non-school days, school breaks and intersessions.

Through our Core Enrichment Programs, our members:

-
- 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

Impact

As a demonstration of our impact, stand-out data results from our 2020-2021 assessment are as follows:

- 92% of members ended the academic year on on-track (e.g. attending school 90%+ and 2.0+ GPA). All eligible high school seniors graduated on time and are attending the following colleges: De Anza College, Evergreen College and Foothill.
- 100% report positive relationships with Club staff.
- 98% report that the program helped them find ways to help their community.
- 95% abstained from substance use; and 95% abstained from sexual risk taking. (*Middle and High School only*)

Recent awards and recognition include:

- 2021 Excellence In Internship Success, San José Mayor's Office of Strategic Initiatives
- 2021 Advocate for Youth Award, Boys & Girls Clubs of America

Program Design

Mindful Strategies

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.

Boys & Girls Clubs of Silicon Valley 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.

And, as a youth development agency, we recognize the specific developmental needs of youth. In addition to our five key elements [**Attachment A**], we practice the following mindful strategies:

- **Listen** without judgment
- **Respect** their opinions and perspectives while setting clear goals, expectations and boundaries
- **Guide** without condescension and with the utmost honesty
- **Include** them in decisions that impact them

Schedule & Staffing

Afterschool sessions align with school calendars and are based on the trimester system. Youth are grouped into age cohorts with programs scheduled cyclically.

A typical after-school day consists of compulsory homework assistance and tutoring (aka Power Hour) followed by two 45-60 minute blocks of core programming [**Attachment B**] between 2:30pm-6:00pm, Monday – Friday.

Staff-to-youth ratio is 1:20.

Measurable Goals & Objectives

The success of our youth development programs is determined by a clear set of goals and objectives that ensure the integrity of our mission. Please see **Attachment C** for detailed goals and objectives and a list of assessment instruments.

Statement of Capacity

Our organization has the talent, leadership and fiscal discipline to sustain our organization and continue transforming the lives of our youth for decades to come. The following attributes attest to our capacity:

- **Our Youth Development Model** - What makes us successful and unique is that we are a mentoring agency—there for kids during the most important milestones of their young lives. The longevity of our relationships with each and every young person in our clubhouses is unrivalled by any other youth development agency in the region.
- **Experienced Leadership** - Leadership personnel average over 10 years of youth development and nonprofit management experience.
- **Professional Youth Development Staff** - Full-time and key senior program staff average over 5 years of youth development experience. We invest in all our staff's career development through ongoing professional development (PD) opportunities.

- **Award Winning Programs** - As an affiliate of the Boys & Girls Clubs of America, we implement nationally recognized, award winning programs. There are more than 40 programs to help meet the interests and needs of our members.
- **A Record of Success with ASES Contracts** – We have nearly a decade of experience in ASES contracts. 12 of our 16 sites are ASES funded through Alpha Public Schools, Downtown College Prep, Oak Grove School District, Escuela Popular and Santa Clara Unified School District. As an extension of the learning day, our staff work closely and communicate openly with district administrators, school principals and teachers as pertains to our members’ academic progress and behavior, reinforcing the link between learning and academic performance to future success.
- **Transparent & Accountable** - Our Clubs employ transparent, full reporting of finances and programmatic outcomes and engage in active, ongoing qualitative and quantitative program and organization evaluation informing our strategic plans.
- **Committed Board of Directors** - Our Board Members are business owners, educators, community leaders and professionals—representative of our diverse region. They are deeply committed to the future of all youth and are personally invested in the long-term sustainability of our Clubs.
- **Financially Sound** - Our Clubs enjoy broad-based financial support through a combination of corporate, foundation, federal, state and local government grants and contracts; individual donations; endowment funds and special events.

Face of the Future



Growing up in east San Jose, Jocelyn Woods—our 2016 Youth of the Year—had been subjected to the daily traumas of a neighborhood in peril: poverty, crime, drugs and gang violence. Raised by an impoverished single mother, she and her siblings experienced homelessness, often going hungry. But the day she started coming to Boys & Girls Clubs of Silicon Valley, her life—and that of her embattled family—changed. “The Club is, and will always be, my home. It has been one of the only constant, positive sources of light in my life.”

As a first generation college student, Jocelyn credits the Club with inspiring her to pursue a post-secondary education. “The Club helped me acquire the skills necessary to do my best in school.” And most importantly: “... helped me answer the question *why* an education matters.”



We are thrilled and ecstatic to share with our stakeholders that Jocelyn was selected as Boys & Girls Clubs of America’s National Youth of the Year. As a representative of our agency, Jocelyn has made history by winning competitions at the state, pacific region and, finally, national levels. This is merely the first step in her life’s journey as she completes her undergraduate degree in journalism at University of Southern California—on full-academic scholarship—with a plan to attend law school, with all costs covered by the scholarship money she earned (over \$150,000) over the course of each stage of competition.

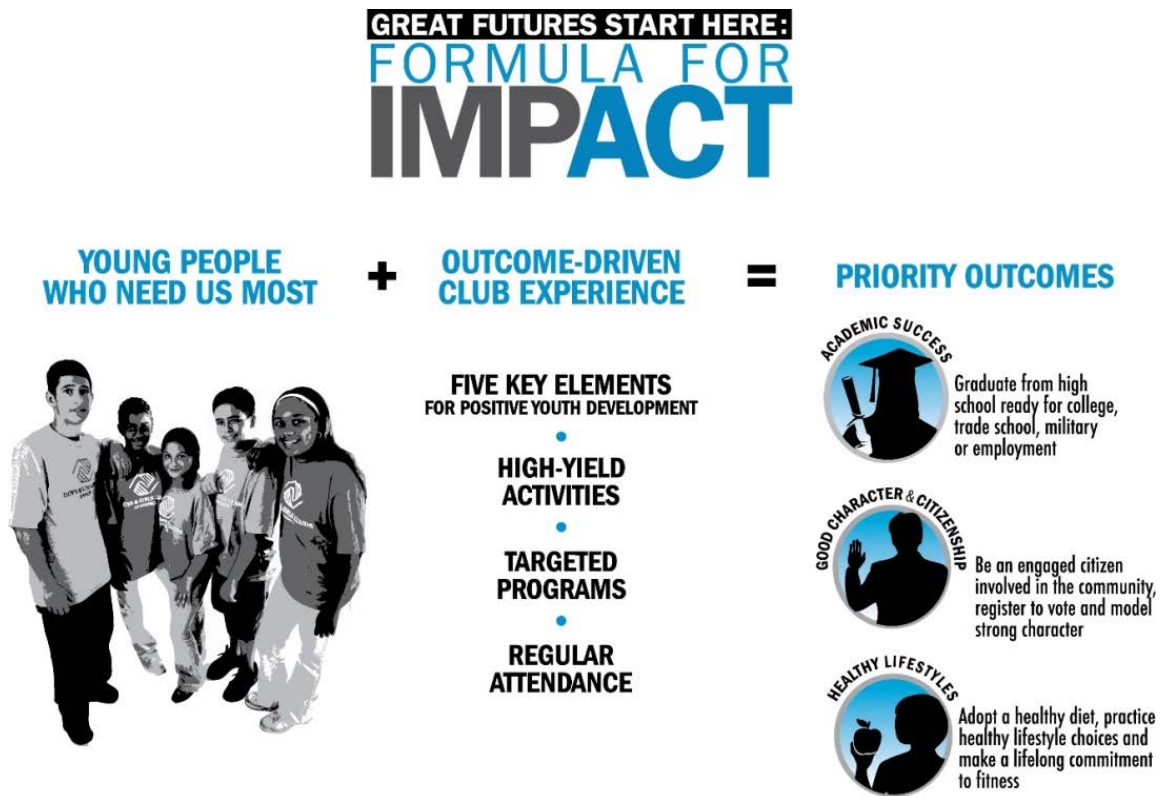
2022-2023 SCHOOL YEAR OPERATIONS SNAPSHOT

Schedule		
	Gilroy Prep	Hollister Prep
Dates	11/28/22 – 6/9/23	11/28/22 – 6/9/22
Days	Mon - Fri	Mon - Fri
Hours	~17+ hrs/wk	~17+ hrs/wk
Total Days	115	115
Staffing & Capacity		
	Gilroy Prep	Hollister Prep
Directors	1 FTE	1 FTE
Program Staff	5 PTE	5 PTE
Staff-to-Youth	1:20	1:20
Capacity	100	100
Budget*		
	Gilroy Prep	Hollister Prep
Total Expenses	\$172,282	\$172,282

*See Attachment D

To make sure that all of our members have great futures, our organization has adopted the **Formula for Impact**, a research-based theory of change that describes how individual Clubs and the Movement as a whole can increase our impact – *exponentially* – on the young people of America.

Our Formula begins with the young people in our Clubs – especially those who need us most. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities and providing targeted programs – all of which help youth achieve priority outcomes. Then, because we also know that attending the Club more frequently and over a greater length of time makes young people more likely to achieve positive outcomes, Clubs must pursue strategies to increase attendance, program participation and member retention.



Boys & Girls Clubs of Silicon Valley believes in Five Key Elements for positive youth development that are essential to our mission. Youth must have:

- 1. A Safe, Positive Environment to Learn and Grow**
The Club is a safe haven where members feel physically and emotionally secure at all times.
- 2. Fun**
Offer high-yield learning activities and programs that develop members’ creativity, their critical thinking, communication, collaboration and citizenship (leadership) skills.
- 3. Supportive Relationships**
The Club ensures that every young person feels connected to one or more adults and has friendships with peers.

4. **Opportunities and Expectations**

Club staff and programs consistently communicate the expectation that every child has the potential to excel, be productive and succeed at the Club, in school and in life.

5. **Recognition**

The Club takes every opportunity to recognize and validate Club members' achievements and accomplishments.

Committed to our principles, we incorporate a youth development strategy that recognizes Four Elements that are critical for young people in an effective out-of-school environment:

1. **Extended practice time with school-related skills and information**
2. **An environment that provides continuity between home and school**
3. **An environment that cultivates innate ability and stimulates independent learning**
4. **An environment that values and honors academic success**

Through our Core Enrichment Programs, we engage young people in learning, encourage them to succeed and help them become the self-directed, lifelong learners and leaders 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:

- **Character and Leadership Development** – programs that empower young people to support and influence their Club 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.
- **Education and Career Development** – programs that enable youth to strengthen critical thinking and digital literacy skills; and deepen proficiencies in basic educational disciplines (English-language arts, math, science) enabling youth to set goals, explore careers and prepare them for postsecondary education and/or employment.
- **Arts and Cultural Enrichment** – programs that develop members' creativity, awareness and appreciation of cultural diversity through the visual, written and performing arts; hands-on exploration of a variety of mediums emphasizing historical context and cultural significance.
- **Health and Life Skills** – programs that help young people 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.
- **Sports, Fitness and Social Recreation** – programs that help members meet State physical fitness standards and address social-emotional development by building cooperation and team skills through structured activities.

A 2009 report, “Making Every Day Count”, produced by Public/Private Ventures, states that “The results of the analyses show that more time spent going to the (Boys & Girls) Clubs over the 30-month evaluation period was linked to positive change in each of the three broad outcome areas tracked.” These three outcome areas include: good character and citizenship, academic success and healthy lifestyles.

Such results could be credited to our youth development strategy. Core Enrichment Programs are planned and implemented using **Project Learn**—an educational enhancement program that extends the learning day by reinforcing critical skills and knowledge our members learned at school. Research by Dr. Reginald Clark of the New York Academy for Educational Development concluded that students who engaged in a variety of **high-yield learning activities** during non-school hours demonstrated higher school attendance, higher language redesignation rates and improved performance on standardized tests. Project Learn features **five major components**:

1. Homework help and tutoring
2. High-Yield learning and leisure activities
3. Parent (and other adult) involvement
4. Collaboration with schools
5. Recognition and incentives

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 Club programs. 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*, 2006). Project Learn addresses 32 of the 40 youth development assets—as defined by the Search Institute’s “40 Developmental Assets”—that provide building blocks to the healthy development of youth. Other studies have found that participants in high-quality after-school programming, like that found at the Boys & Girls Clubs of Silicon Valley, were found to have better work habits, fewer absences from school, higher grades, and expressed increased self-confidence.

BGCSV establishes only goals for which we have the capability of measuring. The Public/Private Ventures publication cited above lists the following qualitative outcomes in their analysis of our Core Enrichment programming when attending frequently:

- 1) **Academic Success:** Decreased number of times skipping school, increased academic confidence and increased school effort.
- 2) **Healthy Lifestyles:** Increased thinking about the connection between current activities and the future, decreased numbers of negative peers as friends, decreased number of times stopped by police, and lower likelihoods of carrying a weapon, smoking cigarettes or marijuana, drinking alcohol and having sexual intercourse.

-
- 3) **Good Character and Citizenship:** Higher levels of community service involvement, increased levels of integrity, decreased levels of shyness and decreased levels of aggression.

ACADEMIC SUCCESS

Education and Career Development

The U.S. has one of the highest high school dropout rates of any industrialized nation. Studies show that the average person who drops out of high school ends up costing our state and federal government \$268,133 to \$428,130 (Cohen, Mark. "The Monetary Value of Saving a High-Risk Youth." *Journal of Quantitative Criminology*, 1998). Conversely, over the course of a lifetime, the difference in earning potential between a high school graduate and a college graduate is more than \$1 million (U.S. Census Bureau, *Current Population Survey*). With a vision of ensuring that every member graduates from high school with a plan for college or a career, we support youth, engage parents, and collaborate with schools and community organizations. Core programs that promote academic success include:

- **Power Hour:** A comprehensive homework assistance and tutoring program designed to raise the academic proficiency of Club members. The philosophy underlying Power Hour is that the benefits of homework are threefold: academic, behavioral and social. By working on homework after school, members reinforce skills and concepts learned that day which impacts long-term improvements in members' grades and test scores.
- **KidzLit:** One in six children who are not reading proficiently in third grade do not graduate from high school on time, a rate four times greater than that for proficient readers.¹ Combining in-class instruction and enrichment activities that help youth, grades TK-3, build literacy skills, the program uses carefully selected texts to help improve children's reading motivation, capacity to read and social skills.
- **Literacy Lab:** a project-based literacy program developing critical thinking, reading and creative writing skills for youth grades 4-8. Literacy Lab features analysis and production of short stories, drama, poetry and nonfiction texts. Through individual and small group writing projects that align with state anchor standards, the program improves young people's written skills; interpretive and analytical skills.
- **Math Matters:** Students from low-income families who acquire strong math skills by the 8th grade are 10 times more likely to finish college than peers of the same background who do not.² Math Matters is a Common Core-aligned math program that allows our youngest members to practice and master skills through both small group and cooperative games that promote mathematical understanding and social development. For our older members, activities include self-paced, computer-based work that develop mathematical skills, help members gain confidence in their mathematical abilities and increase their enjoyment of mathematics.
- **NeoSci:** Students here in California and the Bay Area—in particular minority and economically disadvantaged students—are falling behind in science proficiency (Children Now, 2014). The major

reason: schools don't spend enough time teaching science. As an extension of the learning day, we are in a unique position to address the issue of the science proficiency gap by offering an out-of-school, extended learning program. NeoSci teaches members about scientific investigation and the Scientific Method through project-based learning challenges related to core scientific disciplines of astronomy, biology, chemistry, earth science, engineering, physics and more.

- **MyFuture:** Ready access to information and communications technology, resources and skills are necessary to fully participate as a citizen in today's global economy, democracy and culture. Technology use often leads to positive effects on student achievement and students' performance on standardized tests while increasing engagement and motivation to learn (Education Development Center, Center for Children and Technology, 2001). But the "digital divide" threatens to undermine the future success of our nation's most vulnerable population: disadvantaged youth. MyFuture bridges the digital divide, teaching youth valuable digital skills and helping them understand their media world, identify and develop digital interests, and earn certifications as they make progress. Components include:
 - **Essentials:** A suite of staff-facilitated project-based experiences that provide members of all ability levels with a foundation of technology skills. Projects are divided into three categories: Exploring, Building, and Communicating.
 - **ArtisTech:** Arts serve as a critical component to a complete education, proven to increase student academic achievement. ArtisTech combines technology and art to expose our members to creative uses for technology, including potential career interests. ArtisTech curriculum consists of web page and graphic design; digital photography and photo illustration; digital music composition and production; digital filmmaking and editing; digital and stop-motion animation. Members may submit their work to the annual Digital Arts Festivals, which run from September to May and are open to all participants.
 - **NetSmartz:** Helps members learn about the great benefits the Internet and media can provide while helping them realize the importance of guarding personal information and behaving responsibly in the online community. In addition, media literacy education helps members analyze and evaluate online sources so they may be used properly for school research and for self-directed learning opportunities.
- **Data Explorers:** a project-based data science program for middle-school youth that aligns with the United Nation's Sustainable Development Goals (SDGs) to end poverty and protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.
- **CS First:** Only one-in-ten K-12 schools in the US offers computer science (CS) classes. In addition, 75% of the population is underrepresented in computer science, even though exposure to CS leads to some of the highest paying jobs in the world. CS First ignites interest in a STEM-related career by developing foundational skills in coding and problem-solving while also deepening our youth's understanding of the theory and practice of computer science.
- **Techbridge Girls:** Women remain underrepresented in the science and engineering workforce with the greatest disparities occurring in engineering, computer science and the physical sciences. Women make up half of the total U.S. college-educated workforce, but only 28% of the science and engineering workforce.³ Techbridge Girls strengthens girls' (ages 9-14) STEM proficiencies while inspiring them to pursue post-secondary education and/or a career in STEM. Through an

inquiry/project-based approach, girls learn a variety of STEM concepts, are helped to grow their social-emotional skills and how STEM-skills and knowledge can be used as a tool to positively impact systems, their communities and their lives.

- **WeDo Robotics:** Robotics programs can raise student morale, motivation and creates more positive attitudes towards school. Through small-group classroom instruction, members work in teams to build and program a LEGO model featuring working motors and sensors. Cross-curricular, theme-based activities help develop members' skills in science, technology, engineering and mathematics.
- **Mindstorms EV3 Robotics:** An intermediate technology and engineering program introducing members to the science behind the design and operation of robots. Through small-group classroom instruction, hands-on and computer-based activities, members explore how a robot "senses", "thinks" and "acts". Participants design, construct, program and exhibit a working robot that interacts with its environment.
- **Zero Robotics:** a project-based learning challenge where members develop understanding of graphical interface to code a satellite for competition. Participants create code for SPHERES (Synchronized Position Hold Engage and Reorient Experimental Satellites) and then virtually compete in a simulation environment. Those finalists that win their respective state competitions have the opportunity to compete in the international competition—live-demonstrating their code in microgravity within the International Space Station (ISS).
- **College Bound:** "Should I go to college? What's the right school for me? How do I pay for it?" Traditionally, young people have turned to their parents and high school guidance counselors for advice on college options, information about loans and scholarships and help with the college application process. But what if your school's guidance counselor is inaccessible? (In California, pupil support services rank last out of 50 states in the nation in pupil-to-counselor ratio (US Department of Education, 2010)). And what if your parent didn't go to college? (Though lower-income and less well-educated parents have college aspirations for their children, there is a gap in knowledge about how the system works to give them the best advice—a factor that can determine their child's academic success or failure.) This is where non-traditional settings like BGCSV can and do help teens prepare for college and a career. A component of our **Leaders In Training** program, College Bound engages members with workshops and seminars to help middle and high school students understand why college is important and what tools can help them on the way while providing guidance in building an admission portfolio. The program includes academic preparation activities, college research, information about the application process, ACT/SAT preparation and financial aid, college tours, what to expect in college, and how to avoid risky behaviors.
- **Junior Achievement:** a business and economics education program meant to educate and inspire our members to value free enterprise, business and economics to improve the quality of their lives with a strong secondary emphasis on mathematics, reading and writing skills. Through small-group discussions, classroom instruction, hands-on and computer-based activities and projects, members are introduced to the economic role of individuals; the role of families in the local economy; the responsibilities and opportunities to those within a community; economic development, local businesses and career opportunities; economic and business resources in state and regional

economies; business operations and economic issues in the United States; and learn about a free enterprise system through participation in a simulated community.

- **Money Matters:** Using the latest research on financial education, behavioral economics and youth development, Money Matters develops teens' financial literacy skills that can lead them to workplace readiness, lifelong financial stability and overall success. Curriculum includes analysis of the role of financial institutions; budgeting; credit and interest; investing; job-related financial decisions; planning and financing one's education.
- **CareerLaunch:** members research careers and colleges; learn how to create a resume for employment; learn how to complete a college application and apply for financial aid. Staff help members develop **SMART goals** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**rackable) to tailor an academic track that links the real world with classroom coursework with the ultimate goal of graduating from high-school and college.
- **Junior Staff Career Development Program (JSCDP):** A component of our Leaders In Training program, Junior Staff is designed to prepare youth ages 13-17 for employment by developing leadership and job-readiness skills while inspiring them to envision a career as a Club professional or with other human service agencies. JSCDP consists of the following components: a) **Summer Internship Program** (June - August): a paid, job-shadowing and training program featuring one-on-one mentorship, weekly career readiness seminars and support meetings; college and corporate tours and teambuilding activities. Participants work 10-20 hours per week for the duration of the eight-week program; and b) **Apprentice Program** (October - May): a duplicate of our Summer Internship Program. Hours are scheduled according to each member's capacity to balance work-service and the demands of the academic school year.

The Arts

In these economically uncertain times, many schools have had to cut their arts programs—in particular, those schools in low-income communities. As an after-school program—and often the only provider of formalized arts instruction—BGCSV develops our members' literacy and interpersonal communication skills, problem-solving skills, as well as critical and divergent thinking skills through our Arts programs. A study conducted by the **National School Boards Association** and **Americans for the Arts** found that that the arts serve as a critical component to a complete education and are proven to increase student academic achievement including the areas of reading and language development and mathematics. Core programs that promote cultural diversity and creativity while contributing to the development of academic skills include:

- **Multicultural Arts Education:** exposes members to the diversity of cultural expression through art and asks members to use their imagination and their creativity to express themselves and their ideas visually. With an emphasis on fine arts, technology, found objects and renewable materials to create original artwork, our arts programs promote environmental awareness and resourcefulness.
- **National Fine Arts Exhibit:** Club members ages 6-18 enter local and regional exhibits in the following categories: drawing, painting, printmaking, collage, mixed media and sculpture. A judges' panel

selects works for inclusion in the National Fine Arts Exhibit displayed throughout the year at BGCA events.

- **Performing Arts:** exposes members to a variety of performance art forms including theatre, dance and music. Through an interdisciplinary and collaborative approach, members learn the history and basic elements of each respective art form and gain confidence through live exhibition.
- **Imagemakers National Photography Program:** A program encouraging Club members ages 6-18 to learn and practice black-and-white, color, digital and alternative process photography. Imagemakers culminates in an annual photography contest that provides local, regional and national recognition.

HEALTHY LIFESTYLES

Nutrition & Physical Fitness

In the United States, the childhood obesity rate has quadrupled over the last 50 years. The majority of the schools we serve tend to have the highest rate of overweight or obesity. According to the Santa Clara County Public Health Department, 17% of youth in Santa Clara County are overweight and only 40% participate in daily physical education. The risks of overweight and obesity among these students can lead to complications such as elevated blood pressure and cholesterol, joint problems, Type II diabetes, gallbladder disease, asthma, depression, anxiety and eating disorders. Our fitness and life-skills programs address the problems that exist in economically depressed communities and improve the lives of youth and families. Core programs that promote an active, healthy lifestyle include:

- **SPARK** (Sports, Play & Active Recreation for Kids): 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 group-play as a tool to model community, teamwork and the collective achievement of a shared goal.
- **Healthy Habits:** helps members 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 weekly food-preparation instruction, reinforce the life-long benefits of good nutrition and healthy habits.
- **Leagues and Electives:** include flag-football, basketball, soccer with additional sports such as baseball, futsal, baseball and volleyball dependent upon site location. Girls On the Run is offered as an elective at select sites for girls in grades 3-8.

Life-Skills

Our members come from communities and families left behind by the American Dream. Many know failure in school, abuse and neglect at home, and danger on the streets. These youths have peers who are

already testing the limits and who are all too eager to recruit companions for negative activities that compromise self and others. Media and neighborhood influences may converge to make young people think that the norms for young people include alcohol use, smoking, other drug involvement, criminal and gang activities and early sexual activity. Core programs that strengthen our members' self-efficacy include:

- **SMART (Skills Mastery and Resistance Training) Moves** is based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). A nationally recognized life skills and prevention program, SMART Moves utilizes a health promotion approach, which is focused on building youth's attitudes and skills that support healthy decision-making. It is asset based, focused on building foundational social-emotional skills, and addresses youth's agency in healthy decision-making.

SMART Moves consists of three components:

- **SMART Moves: Emotional Wellness:** focuses on building the social-emotional skills of self-regulation, impulse control and stress management. Participating youth build an effective toolbox for self-management and coping. (The Teen Expansion Pack is designed to integrate concepts of identifying emotions and self-regulation from the SMART Moves: Emotional Wellness targeted program into existing teen programs.)
- **SMART Moves: Core** (by grade levels): focuses on helping youth develop healthy decision-making attitudes and skills. The program teaches essential social-emotional skills that enable youth to communicate effectively, make healthy decisions and refuse to engage in unhealthy behaviors.
- **SMART Moves Modules:** focus on applying the skills from SMART Moves: Core to making decisions about specific health behaviors. These modules dive deeply into the health behavior and associated risks and build the knowledge, attitudes and skills of youth to avoid the behavior.
- **SMART Girls:** an interactive, small group program focusing on increasing girls understanding of their experiences related to physical, emotional and social changes; relationship-building and how to recognize and avoid abusive behavior and boundary setting. Weekly 60-90 minute sessions feature group discussions and activities relevant to pre-/adolescent girls through their personal journey into womanhood.
- **Passport to Manhood:** an interactive, small group program focusing on instilling values and morals that counteract negative pressures while developing a "code of conduct" to guide pre-/adolescent boys through their personal journey into manhood. Weekly 60-90 minute sessions feature group discussions and activities relevant to adolescent boys as they examine and express themselves, their role in the world, their strengths and fears as they confront important rites of passage.

GOOD CHARACTER AND CITIZENSHIP

High school drop outs are 50% less likely to vote. Studies show that youth who engage in community service and volunteer activities are more likely to avoid risky behaviors, do well in school, graduate, vote and be philanthropic. (UCLA/Higher Education Research Institute). Core programs that empower youth to support and influence their Club and community include:

- **Youth of the Year:** staff recognize all members who best demonstrate the values of the Club and the movement with Youth of the Month awards. Of those, a Youth of the Year is selected and receives the honor with public recognition—and scholarship—at our Annual Recognition Luncheon Event in December. The Youth of the Year is then eligible to participate in state competition and—if selected—move on to state, regional and national competitions.
- **Leaders In Training:** chartered service clubs dedicated to citizenship, leadership and fellowship. Built upon principles of self-government that allow members to self-express through the democratic experience, members develop values as pertains to civic, community and personal responsibility. Youth explore, develop and strengthen their leadership, communication, problem-solving and critical thinking skills through community service, volunteerism and fundraising activities.

ELECTIVES AND EVENTS

Interest- and youth-determined electives—led by staff and/or volunteers—augment Core programs and include Chess Club, Gaming Club, Science Clubs (e.g. engineering, physics, forensics, astronomy), Commix Club, Drama Club, Poetry Club, Lit Club, Journalism, Cooking Club, Dance and more.

Every trimester we host several events that align with our priority outcomes. Annual events include:

FALL

- **National Day of Service & Remembrance:** a day for our youth to reflect on the strength of our nation, remember the victims and survivors and honor those who rose to service in the aftermath of 9/11.
- **Worldwide Day of Play:** an annual event designed to encourage children and parents to play together. All clubs host events promoting fitness and group play.
- **International Week of the Girl Child:** celebrates and promotes girl's empowerment and fulfillment of their human rights while also highlighting the challenges that girls all over the world face including education, equality and gender-based violence.
- **Great California Shake Out:** an engaging annual event for our youth and staff to practice how to be safer during big earthquakes and to review and update our emergency preparedness plans
- **College Week:** a week-long event that reinforces our 'culture of expectation' by inspiring our members to think about pursuing a post-secondary education.
- **Lights on Afterschool:** we open our doors to the public as a way to bring attention to the need for safe, enriching, and academic activities during the critical hours between 3-6 pm.

WINTER

- **National Family Week:** an annual event that builds community and honors agencies that provide social services that strengthen familial bond, our clubs host holiday festivities that celebrate our extended family.

- **Computer Science Education Week:** a worldwide effort to celebrate computer science, Hour of Code is a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science.
- **STEM Decathlon:** a week designed to inspire our members and deepen their knowledge of science, technology, engineering and math all through the prism of FUN!
- **MLK Day of Service:** national day of service with members working collaboratively on large scale projects benefiting the military or community based organizations.
- **Youth of the Year:** an event that recognizes high school members that demonstrate leadership, academic achievement and/or outstanding contributions to his or her family, school, community or club. Finalists all receive a college scholarship.
- **National Fine Arts & Digital Arts Exhibit:** an event encouraging artistic expression in different categories of visual art. Our local exhibit selects art pieces and digital work to be sent to BGCA National Headquarters.
- **Chess Social:** an event introducing participants to Quad tournament play and provide opportunities to play pick-up matches. Volunteers needed to help support activities during early evening hours.

SPRING

- **Spelling Bee Interclub Tournament:** aligning with the Scripps National Spelling Bee competition, all sites host individual events in an effort to highlight literacy culminating in a final championship interclub event.
- **Boys & Girls Club Week:** we open our doors to the community to learn about our movement's 160-year history and how we are preparing the next generation of leaders and innovators.
- **Great American Litter Pick Up:** clubs participate in local City of San Jose Council Districts projects in celebration of Earth Day.
- **Tech Challenge:** annual team design challenge for students in grades 4-12 that introduces and reinforces the science and engineering design process with a hands-on project geared to solving a real-world problem.
- **Healthy Cook-Off:** our annual event featuring the results of our culinary program with teams presenting to a panel of judges their unique appetizer, main course or dessert.
- **Olympics Week:** a week-long event that is as old as the organization (70+ years), Olympics Week replicates the decathlon with all activities promoting collaboration and teamwork.
- **First Lego League Interclub Tournament:** FIRST LEGO League teams research a real-world problem and are challenged to develop a solution. Each team must then design, build and program a robot using LEGO MINDSTORMS®, culminating in our annual interclub tournament.
- **Junior Youth of the Year:** an event that recognizes elementary and middle school youth that demonstrate leadership, academic achievement and/or outstanding contributions to his or her family, school, community or club.
- **Annual Awards & Recognition Event:** a community event honoring our youth's talents and achievements in all our Core Program Areas.

¹Annie E. Casey Foundation. "Early Warning! Why Reading by the End of Third Grade Matters." 2010: Pg. 7. <http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf>.



² National Center on Education Statistics, 2005.

³ National Science Foundation, Science and Engineering Indicators, 2018. <https://nsf.gov/statistics/2018/nsb20181/>.



The success of our youth development programs is determined by a clear set of goals and objectives that ensure the integrity of our mission.

PERFORMANCE LOGIC MODEL EVALUATION SYSTEM

<i>Performance Accountability Model</i>	<i>Logic Model</i>	<i>BGCSV Evaluation Questions</i>	<i>Where We Get Data</i>	<i>Performance Goal</i>	<i>Theory of Change</i>
EFFORT	Inputs	What did BGCSV spend on services?	BGCSV Financial Data	Spend greater than 95% of funds.	THEORY OF CHANGE Child and Youth Developmental Theory as indicated in BGCSV Strategic Plan. Focused on Risk Avoidance, Protective, Resilience, and Social Attachment Assets as key elements in the betterment of children and youth.
	Staff	Who were the staffs providing service?	Staff Surveys, Focus Groups and Interviews	Staff hired and trained.	
	Customers	Who are our youth and teen customers?	BGCSV Vision MTS Data will be used to document customers	Serve youth indicated BGCSV work plan for the year.	
	Strategies	What service strategies did we conduct?	BGCSV Reports, Interviews, Surveys, and Site Visits	Provide service strategies contracted with City	
	Activities	How much service did we provide?	BGCSV Vision MTS Data will be used to document hours of service delivered.	Provide 95% of planned services.	
	Performance Measure Outputs	How much did the service cost per hour to deliver?	BGCSV hours of service delivered divided into the amount of funds spent.	Cost per hour is the same or below cost per hour planned.	
EFFECT	Performance Measure: Customer Satisfaction	Were our youth and parent customers satisfied with our service?	Surveys of Youth, Teens and Parents	Customer satisfaction rate is greater than 70%.	Child and Youth Developmental Theory as indicated in BGCSV Strategic Plan. Focused on Risk Avoidance, Protective, Resilience, and Social Attachment Assets as key elements in the betterment of children and youth.
	Performance Measure Productivity Initial Outcomes	Was our service effective in producing change for the better for our customers?	Surveys of Youth, Teens, Parents, and Staff	Service productivity is greater than 60%.	
RESULTS	Result Indicators & Intermediate Outcomes	How are BGCSV customers doing with the indicators for school success, health and wellness, and transition to adulthood?	Data collected by other agencies and BGCSV	No performance goals are set for those results attributed to the efforts and effects of everyone in SC County working to raise healthy and productive children and youth.	Strengths-based approach to serving children, youth, and their families. Focused on how customers use their natural resiliency, strengths and assets to be better off.
	Population Long Term Outcomes	In general, how are the children and youth doing in San José over time? This is the result of everyone in our community working together.	Data collected by other agencies and BGCSV		

QUALITATIVE GOALS

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** – members develop a positive self-concept, the ability to understand emotions and practice self-discipline; members improve their social skills by working with others, developing and sustaining friendships through cooperation, empathy, and negotiation, and developing judgment skills and coping systems.
- 3) **Educational (Cognitive) Development** – members 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 in overall academic performance and become effective, life-long learners through academic assistance, in a supportive and positive learning environment.
- 4) **Health & Physical (Motor/Fine Motor) Development** – members 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** – members 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.

QUANTITATIVE OUTCOMES

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.

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- **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:
 - Science, Technology, Engineering & Math
 - Literacy
 - Financial 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 ON CHARACTER, CITIZENSHIP, LEADERSHIP & 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.

EVALUATION INSTRUMENTS

Instruments of evaluation and assessment may include:

- **Vision Membership Tracking Software**: tracks frequency of member attendance; specific program participation and demographic information.
- **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 in addressing summer slide.



2022 PROGRAM BUDGET (SINGLE SITE)	
Project Name:	Navigator School Year
Program Dates:	11/28/22 - 6/9/23
Instuctional Days:	115
Hours of Operation:	~17 hrs/wk
Number of Students:	100
Total Organization Budget:	\$ 11,977,438

EXPENSES	SCHOOL YEAR
Personnel*	
PT Specialists - 5 - 7 @ \$20 x 675 hrs / 320 hrs	\$ 77,983
FT Director - 1 @ \$33.75/hr x 1080 hrs / 320 hrs	\$ 45,446
3 FT Operations Staff - .0562 - .1124 FTE	\$ 15,682
Total Personnel Costs	\$ 139,111
Non-Labor	
Program Supplies	\$ 7,000
Field Trips	\$ 1,000
Staff Development, Materials & Travel	\$ 750
Misc. (insurance, cell phone, mileage, meals)	\$ 700
Office & General	\$ 650
Uniforms	\$ 600
Total Non-Labor Costs	\$ 10,700

Administration (~15%)	\$ 22,472
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TOTAL EXPENSES:	\$ 172,282
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*includes benefits and taxes



2022 PROGRAM BUDGET (SINGLE SITE)		
Project Name:	Navigator School Year	Navigator Summer
Program Dates:	11/28/22 - 6/9/23	6/12/23 - 7/28/23
Instuctional Days:	115	34
Hours of Operation:	~17 hrs/wk	9 hrs/day
Number of Students:	100	100
Total Organization Budget:	\$ 11,977,438	

EXPENSES	SCHOOL YEAR	SUMMER
Personnel*		
PT Specialists - 5 - 7 @ \$20 x 675 hrs / 320 hrs	\$ 77,983	\$ 51,757
FT Director - 1 @ \$33.75/hr x 1080 hrs / 320 hrs	\$ 45,446	\$ 13,465
3 FT Operations Staff - .0562 - .1124 FTE	\$ 15,682	\$ 4,647
Total Personnel Costs	\$ 139,111	\$ 69,869
Non-Labor		
Program Supplies	\$ 7,000	\$ 4,000
Field Trips	\$ 1,000	\$ -
Staff Development, Materials & Travel	\$ 750	\$ 750
Misc. (insurance, cell phone, mileage, meals)	\$ 700	\$ 700
Office & General	\$ 650	\$ 650
Uniforms	\$ 600	\$ 600
Total Non-Labor Costs	\$ 10,700	\$ 6,700
Administration (~15%)	\$ 22,472	\$ 11,485
TOTAL EXPENSES:	\$ 172,282	\$ 88,055

*includes benefits and taxes