Youth and Family Affairs Committee
Special Meeting
February 25, 2025 - 9:00 A.M.
Lawton City Hall – Banquet Room
212 SW 9th Street, Lawton, Oklahoma

PUBLIC POSTING
LAWTON CITY HALL
RECEIVED DATE/TIME 02/19/2025 @ 11:53AM
BY: City Clerk's Office

This meeting will be conducted in person for all Committee members and members of the public to attend.

AGENDA

I. Call to Order/Roll Call

STATEMENT OF COMPLIANCE WITH OKLAHOMA OPEN MEETING ACT, 25 O.S. 301-314

II. Introduction of Guests

III. Old Business

A. Consider approving the amended By-Laws of the Youth and Family Affairs Committee and take action as deemed necessary.

B. Discuss adding additional required training for YFAC grant applicants and take action as deemed necessary.

IV. New Business

A. Consider approving the minutes of the January 28, 2025, meeting.

B. Discuss changing the meeting location for the remaining 2025 regularly scheduled YFAC meetings and take action as deemed necessary.

C. Discuss a request for funding from Teen Court, Inc in the amount of $47,000.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

D. Discuss a request for funding from the FISTA in the amount of $14,961.05 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

E. Discuss a request for funding from Harvest Plenty House of Prayer Chisholm Trail Reading STEM Summer Camp in the amount of $35,000.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

F. Discuss a request for funding from Harvest Plenty House of Prayer Reading PLUS After-School Program in the amount of $35,000.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

G. Discuss a request for funding from United Way of Southwest Oklahoma in the amount of

$35,000.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

H. Discuss a request for funding from the Last Frontier Council – Scouting America in the amount of $64,008.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

I. Discuss a request for funding from Lawton Teamwork Makes the Dream Work in the amount of $35,000.00 for fiscal year 2025-2026 youth programs within the City of Lawton and propose a time and date to conduct a site visit if necessary.

V. Reports/Comments from Chairman and Committee Members

VI. Reports/Comments from Staff

A. Receive a report from the City Auditor.

VII. Audience Participation

Adjournment

The Youth and Family Affairs Committee encourages participation by all City of Lawton citizens. If participation at any public meeting is not possible due to a disability, notification to the City Clerk at (580) 581-3305 at least 48 hours prior to the scheduled meeting is encouraged to make the necessary accommodations. The 48-hour time period may be waived if an interpreter for the deaf (signing) is not the necessary accommodation.

Minutes
Youth and Family Affairs Committee
Special Meeting
January 28, 2025 - 9:00 A.M.
Lawton City Hall – Banquet Room
212 SW 9th Street, Lawton, Oklahoma

I. The meeting was called to order at 9:00 AM by Chairman Bob Weger. Upon roll call vote, a quorum was determined to be present.

Members Present: Bob Weger, Mary Ann Hankins, Carl Fuqua, *RL Smith, Bernita Taylor, Taron Epps

Members Absent: Jeff Elbert, Dianne Owens, Reshard Horne

Also Present: Karen Bailey, Alternate 3; Tammy Branstetter, Sr Deputy City Clerk

*Arrived at 9:20 AM

STATEMENT OF COMPLIANCE WITH OKLAHOMA OPEN MEETING ACT, 25 O.S. 301-314

The notice and agenda for this meeting were posted by the City Clerk's Office as required by law.

II. **Introduction of Guests**

None.

III. **New Business**

A. Consider approving the minutes of the January 15, 2025, meeting.

A copy of the minutes of the January 15, 2025, meeting may be obtained from the City Clerk's Office upon request.

Motion by Hankins, **Second** by Taylor, to approve the minutes of the January 15, 2025, meeting. **AYE:** Epps, Fuqua, Taylor, Weger, Hankins. **NAY:** None. ***Motion Passed.***

B. Discuss the time and date of future Youth and Family Affairs Committee meetings and take action as deemed necessary.

Chairman Weger said at our last meeting, the subject came up regarding our times of meeting. We've had some difficulty in the past with establishing a quorum, and it was brought up and suggested that we move the meeting time to 9:00AM on the third Tuesday of each month.

Chairman Weger asked Committee members for their thoughts on moving the meeting time from 5:30PM to 9:00AM. He noted that the meeting will still be held on the third Tuesday of the month.

Taylor said 9:00AM is better for her.

Fuqua said he is good with 9:00AM.

Epps said he will have conflicts from time to time, but he will do his best to make it.

Hankins said she will do what's best for the Committee.

Chairman Weger thanked Committee members for sacrificing their time to serve.

Motion by Epps. **Second** by Fuqua, to change the meeting time of regularly scheduled YFAC meetings from 5:30PM to 9:00AM. **AYE:** Epps, Fuqua, Taylor, Weger, Hankins. **NAY:** None. ***Motion Passed.***

C. Discuss amending the By-Laws of the Youth and Family Affairs Committee to align with City Code and direct staff to make necessary changes to the By-Laws to be presented to the Committee at a future meeting.

Chairman Weger provided background information on this item. A copy of the By-Laws for the Youth and Family Affairs Committee may be obtained from the City Clerk's Office upon request.

Chairman Weger said there is a conflict between Ordinance 24-078 and the By-Laws that can be found on page 2 of the ordinance under letter "E", which states the following: "Members who miss three (3) consecutive meetings without being excused shall automatically cease to serve on the committee." However, Article 8.07 "Absences – Automatic Removal" found on page 5 of the By-Laws states the following: "As provided by Ordinance 21-03, Committee members who miss three consecutive Committee meetings shall automatically cease to be members of the Committee, and the vacancy thus created shall be filled by the City Council upon nomination by the Mayor." Chairman Weger said the word "unexcused" is missing. He said he has visited with legal, and he would also like to get input from the Committee regarding how the Committee wants to define excused and unexcused absences.

Hankins said she thinks unexcused should be defined as not calling the clerk's office to let them know they won't be at the meeting.

Taylor noted that Committee members are sent emails regarding upcoming meetings, and they could also email back to notify the clerk if they cannot make the meeting.

Fuqua asked if the term unexcused will be added to the wording of the By-Laws.

Chairman Weger said yes, we would direct staff to include unexcused in the wording of the By-Laws. He said this is his understand of what the Committee wants.

Chairman Weger noted that the YFAC application states that the City of Lawton will establish a percentage. He said he visited with legal and the City Auditor on this, and the Auditor has advised that she'll do what the Committee establishes.

Taylor said the percentages are 80% the first year, 60% the second year and 40% the third year.

Chairman Weger said that's correct, and this information can be found under letter C on page 3 of Ordinance 24-078, which states the following:

C. **Grant Matching Requirements:** The grant follows a graduated matching funds structure over a three-year period. In the first year, applicants are required to provide 20% of the program's total cost, with the grant covering up to 80% of eligible expenses. In the second year, applicants must provide 40% of the program's total cost, with the grant covering up to 60%. In the third year, applicants must provide 60% of the total program cost, and the grant will cover up to 40%. This graduated structure encourages sustainability and reduced reliance on city funds over time.

Hankins said that was designed to indicate that organizations should become more independent.

Chairman Weger said that is correct.

Taylor said with this is place, that means a person would have three years of support, and then no support after that.

Chairman Weger said yes - the idea is to hopefully help organizations get up and running to where they can stand on their own and move forward.

Taylor said most of the programs that are using YFAC are dependent on this funding every summer.

Hankins asked Taylor how she feels about the change.

Taylor said her organization is different – she has earned income. She said if these are the rules, then they're the rules, but we need to understand that we might lose some organizations as well.

Hankins said sometimes people change the program name and rearrange it, but that's not what we expect to do here. She said she understands that it can be hard to become self-supporting.

Taylor said this is what some people do – it's the same program but they change the name and put in for a new grant application.

Chairman Weger said this is one reason why the grant application asks applicants what they are offering that's different from others. It also asks the applicant if they have other sources of funding and if they are working on other sources of funding.

Taylor said Hankins brought up at the last meeting that most cities don't have this type of program – that's why she said the rules are the rules. She said the regulations could encourage us to have newer programs every three years instead of continuing to fund the same programs.

Epps said he struggles with this when it comes to non-profit programs. He said in his opinion, this percentage structure is very aggressive, and non-profits aren't typically very aggressive at getting funds because they're not selling a product, per say. Epps said when he looks at the size of our city and the community that's really focused on these types of programs, he's not confident we would see a lot of organizational startups from different individuals. Epps noted that we're a smaller community, and we personally know the individuals that are interested in community work within the community at this present time.

Hankins said when you're receiving state grants, they also want you to wean. She said she's had these types of programs, and it is hard, but that's what they want you to be thinking about. It can be hard to get the funding by yourself, but there are ways. Hankins suggested we monitor things and see how it goes.

Taylor said $35,000 does not cover the total cost of the summer program that she does. She noted that getting staff in the summer can be difficult – that's where the wages part comes in. If you're paying people, they're more committed. Taylor said she knows that as a non-profit when she didn't have earned income, it would be very hard.

Epps said Taylor has taken her program through the full life cycle – from infancy to self-sustaining. He said he thinks Taylor's opinion on how she got to where she's at matters.

Taylor said it took ten years to get to where she's at today. She said people still think she's self-sustaining, but she's not. She said even with earned income, they still need support because they keep growing and expanding.

Taylor said if the ordinance and the mission of the city is to promote programs for youth, that might go outside of STEM. Taylor said this is why we might have new and innovative programs. The ordinance has different types of missions and targets for youth – the YFAC grant is not solely for STEM.

Epps said he would agree.

Hankins said we don't want people to become dependent on this program. She said there are other sources of funding besides the City of Lawton, though sometimes they can be hard to find.

Smith said he comes from a non-profit sector, and it is difficult. He said a lot of the programs are duplications. He said it's a hard call to make.

Hankins said what we were seeing was not okay.

Epps said he agrees with that.

Hankins said this is what we need to be aware of. She said we also don't want the same kids served for three years with the same program. We have to find a way to monitor this.

Epps said Hankins's proposal to implement the program and monitor the progress of it is one way to go. He also suggested the Committee consider a push to solicit some of the other programs outside of STEM. He said some people may not be aware that there's funding to help them get started.

Hankins said there are private grants from companies that are pretty big grants, but you've got to take time to research these, which isn't always easy.

Epps said it might help to have someone to show applicants how to apply for grants.

Hankins said we originally talked about having training for all applicants to include showing them where to go for grants and possibly having a grant writer come in.

Taylor said she sees this as a solution for the 80%-60%-40% funding limitation. She said when reviewing the grant applications, we should look for variety and for duplications. Taylor said she thinks as we get the applications in, we'll be able to see that we can leave things this way, but we need to think about what we can do to get people to a place for grant and fundraising training.

Epps said for him, the training definitely makes the 80%-60%-40% funding limitation more palatable. He said he thinks the grant training might actually be more impactful than the funding.

Smith said the training could be made mandatory, and we could put milestones on it. He said he thinks the training would be important.

Taylor said we could also have a graduation from the training.

Hankins said it's really up to the director to find money for their organization. She said you can even look up grant writing online.

Chairman Weger noted that all applicants must complete training sessions with the City Auditor. One of the things covered is how to keep records. He asked Branstetter if we've received all the required documentation and receipts from the previous grant award recipients.

Branstetter said yes, with the exception of J.E.S.U.S., Inc – they're on a repayment plan with the City of Lawton.

Epps said historically stating, this has been an issue.

Chairman Weger said yes.

Taylor said there was also an issue surrounding the percentage of funding that actually serviced the children.

Hankins said there was also concern that the same children were being served.

Chairman Weger said the concern is that there are still children who are not getting into the programs that are intended for them.

Hankins said if we continue to monitor this, then maybe we'll help the people that are doing the programs to understand that they have to start soliciting funding from other sources.

Taylor asked Hankins what she thinks about training.

Hankins said she thinks training is important, but we'll have to figure out how we're going to do that.

Taylor said she thinks grant, fundraising and board training would be helpful. She noted that there is an upcoming board governance training that will be held at the FISTA. Taylor said when we bring in people from OU and other places for the training, it can be hard for some people to grasp all the information in one setting. If you have local people doing the training, this gives them someone to touch back with.

Hankins said she thinks what Cynthia Williams is doing as the Auditor is pretty good for us right now.

Taylor said she agrees because the applicants can call her.

Hankins said she thinks this is all we need right now.

Chairman Weger noted that Cynthia has received a lot of positive comments from those that have gone through the class.

Taylor said the Committee needs to determine if they want to offer additional required training to help applicants become self-sustaining in their programs.

Smith said some people may not like it and chose not to apply. Some people that apply for grant funding might not like going through the training, but they'll see the value of going through it in the future.

Hankins said training is expensive. She suggested the Committee use Cynthia as the resource for training and monitor things to see how they go.

Chairman Weger said it's his understanding that with the training Cynthia is giving applicants, they are being taught how to fill out their applications and they're discussing ways to help applicants enable themselves to fund their programs in the future.

Hankins noted that Cynthia also writes grants.

Chairman Weger said yes, she does. He noted that Cynthia is a local person who applicants can become connected with for help.

Taylor said if we are going to require extra training, we need to determine what the extra training will be and how we will get this accomplished. She said this doesn't have to be done this year – it could be done next year.

Hankins suggested that the Committee continue with Cynthia doing the initial training with the applicants as it has been, and that the Committee work toward finding resources to assist the directors in finding other funding sources.

Epps asked that an item be placed on the next agenda to discuss adding extra required training for applicants.

Motion by Epps. **Second** by Smith, to direct staff to draft a revised version of the By-Laws incorporating the changes discussed during the meeting to be brought back to the Committee for final approval. **AYE:** Epps, Smith, Fuqua, Taylor, Weger, Hankins. **NAY:** None. ***Motion Passed.***

IV. Reports/Comments from Chairman and Committee Members

None.

V. Reports/Comments from Staff

Hankins suggested that Cynthia Williams attend the next meeting to give an updated report.

VI. Audience Participation

None.

VII. Adjournment

Motion by Smith. **Second** by Epps, to adjourn the January 28, 2025, meeting. **AYE:** Epps, Smith, Fuqua, Taylor, Weger, Hankins. **NAY:** None. ***Motion Passed.***

There being no further business, the meeting was adjourned at 9:52 A.M.

Youth and Family Affairs Committee Project Funding Application

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	**Teen Court, Inc.**	Years existing: 32	
Project/Program	**Juvenile Delinquency Prevention**	Program: Mediation for violent and aggressive behavior among juveniles	
Director's Name	**Marcia Frazier**	Phone 580.250.1466	
Application Lead	**Lauri Porter**	Phone 580.678.5216	
Website	**www.teencourt.net**	Fax: none	
Email	**teencourt@lawtonmail.com**	# Employees: 2	
Physical Address	**1002 SW "D" Avenue Lawton, OK 73501**		
Mailing Address	**P.O. Box 1971 Lawton, OK 73502**		
Mission Statement:	**It is the mission of Teen Court, Inc. to reduce juvenile crime in Comanche County, through intervention, in the lives of at-risk youth by providing a positive resolution through peer-driven court sentencing and facilitating behavior change through education for misdemeanor and civil offenses.** RECEIVED JAN 27 2025 CITY OF LAWTON CITY CLERK'S OFFICE		

SECTION B CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

XEducation for gang prevention/life skills

XGang prevention
☐ Family basic needs
XAfter school/out of school skills program
XMentoring program
☐Parent/guardian workshop
X☐Parent/youth activities
☐Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? **$ 47,000**

How will YFAC funding be used? Check if additional sheets are used

Category (Salaries, Supplies, etc.)	**Amount**
Curriculum	**$ 10,000**
Salary	**$ 30,000**
Training for adults/youth peers	**$ 6,000**
Supplies/ Marketing materials	**$ 1,000**
Total (subtotal if using additional sheets)	**$ 47,000**

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal: 1. Offer conflict mediation between youth who are suspended and/ or arrested for violence and fighting. The program aims to moderate conflict resolution for 60 students within the 12 months following inception of program. Students will be identified and referred to the mediation program as a court sentence or through the school disciplinary process. The objective is to decrease school, gang, and family violence and fighting, decrease bullying, decrease suspensions/ expulsions, increase conflict resolution skills, and help participants gain confidence in their ability to advocate for themselves and control emotions.

Performance measure: The outcomes of this program will be monitored and measured through pre/ post evaluation, and tracking the decrease/cessation of fighting among participants who complete the program. Court ordered participants will be pre/post tested, communication with the juvenile bureau will enable us to track participants for recidivism. School ordered participants will be pre/post tested, monthly reports and communication will take place with school administrators to track participant recidivism. Internal performance audits will be conducted quarterly, using pre/post test scores and recidivism data. Audits will determine if the program is on a positive trajectory and allow for program imperfections to be corrected.

Data collection plan: The outcomes of this program will be monitored and measured through pre/ post evaluation, and tracking the decrease/cessation of fighting among participants who complete the program. Court ordered participants will be pre/post tested, communication with the juvenile bureau will enable us to track participants for recidivism. School ordered participants will be pre/post tested, monthly reports and communication will take place with school administrators to track participant recidivism. Internal performance audits will be conducted quarterly, using pre/post test scores and recidivism data.

Ultimate Outcome:

The objective is to decrease school, gang, and family violence and fighting, decrease bullying, decrease suspensions/ expulsions, increase conflict resolution skills, and help participants gain confidence in their ability to advocate for themselves and control emotions.

Timeline:

The program aims to provide mediation services to 60 students within the 12 month period following inception of program.

Provide a schedule of activities.

Participants will meet with trained staff and volunteers 2 -6 times, to be determined by staff. These sessions will last one hour each, and be conducted over a 1-3 week period.

How long is this program expected to last? What measures will determine visibility?

Indefinitely, as conflict resolution and self advocacy are necessary skills to ensure emotional maturity and effective communication for students who struggle with this development.

What are your goals for years 2-6 & 7-10?

The goals for 2-6 years are to increase participants by 20% each year and to stabilize funding to ensure the ability to secure consistent staffing and training.

The goals for 7-10 years are to increase participants, determined by the needs of the community/ schools, as well as, maintain stable funding to accommodate the growing needs of staff and training.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

Teen Court, Inc receives funding from numerous foundations, private donors, fundraising events, and local organizations. However, there is no program funding from other sources for this new mediation program.

What is your proposed staff/volunteers:

Full Time Staff: 1	**Part Time Staff: 1**	**Volunteers: 2**

What is your projected number/percentage of low-income participants served?
70

PROGRAM DEMOGRAPHICS

Existing Programs ONLY Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started: Teen Court, Inc. began in 1991 as a juvenile delinquency prevention program. **Activities: Teen Court, Inc. has maintained a juvenile delinquency prevention program for 34 years. In 2011 Teen Court added counseling-based education as an intervention, prevention, and educational component to cover substance abuse, conflict resolution, and faulty thinking.**   **Accomplishments**: Teen Court, Inc. had a participate rate of 300+ per year in 1991. After collaborating with the local school district, the

participant rate has grown to 1700+ participants, with an average success rate of 92%.

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old: 0	**6-12 yrs. old: 125**	**13-18 yrs. old: 1565**	**19+ yrs. old: 10**

What is the number of families served? 1700

What was the total number of individuals served from the City of Lawton?

African American: 624	**Asian**: 10	**Alaskan:**
Caucasian: 597	**Hispanic**: 39	**Indigenous**: 56
Pacific Islander: 16	**Multiple: 209**	**Other**: 149
Male: 782	**Female**: 773	**Other: Self Designated: 145**

SUCCESS STORIES

CA female age 15

I am a poet so bare with me.
I was suicidal once, or twice, or three.
I don't believe in saviors, chance, or luck
But princess taught me to believe in me, so what the fu...
Opened my eyes, opened my mind,
It all started because she is wise and kind
Perspective changed, I am now wide open
My eyes see and my mind is hopin'
I now believe in a savior, and I now believe in me
There wont be a suicidal four, because she saw me at three.

DT male age 14

I really hate going to school and I have been begging my mom to let me do online school so I don't have to go anymore. School was so much easier during the pandemic. My grades didn't show school was easier, but I didn't have to put up with mean kids. My least favorite subject is English. I thought about skipping class one day, but I met princess in the hallway. She walked me all the way to class and talked to me about why school is important. Its not about good grades, its about learning how to manage tasks, prioritize, deal with bosses

(teachers) and deal with co-workers (students). It was about learning how to show up to work on time and learn how to push through the things Im not good at and thrive at the things I am good at. Im still not any good at English, lol, but I quit skipping school since she told me those skills I had to have when I am an adult. I was lucky enough to have Ms. Princess in my History class every week the next semester. I was so excited to see her and to learn from her. I learned to see things very differently. She actually made so much sense. She was able to teach me about how weed is affecting me physically and emotionally. I deal with depression and for a long time, I would use weed to help. But now I see I was only making the depression worse. She even got me hooked up with a counselor that I like a lot. She said she would find me a counselor that would connect with my personality. And she did! I hope I have Ms. Princess in future classes.

LL female age 17

When I met first met Princess, I was making some really bad choices. A lot of bad choices actually. She was so patient, didn't judge me, and asked so many questions, she really made me think. It was annoying at first until I realized that she was trying to understand me more so she would know how to talk to me like I was the only person who mattered. Her questions made me realize that I spend most of my time lying so I didn't really know what the truth was. She kept digging, saw right into my soul, I think. Once she taught me how to be honest with myself, she was able to teach me about reckless behavior with drugs, sex, boyfriends, parents, school, and even enemies. Sometimes it felt like she was inside my head in the coolest way possible. Then she told me about her teenager years. No wonder she is good at this job. I spent the semester in a class with her, there are 22 kids in the class. Somehow she could cover 100 topics during 6th hour. And somehow she made every student feel like they were the only one who really mattered all at the same time without making any of us feel like we don't matter. A lot has changed since the first class I had. My grades have improved, I broke up with my boyfriend after I realized he didn't bring out the best of me, and the best part, I don't argue with my mom as much. I now ask her so many questions it makes her crazy, but our communication is soooo much better. It made me see that our usual arguments were because we didn't take the time to ask questions and understand. I really wish we could all learn how to communicate like that.

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

There are no programs that are similar to a court ordered or school ordered juvenile mediation program.

Explain the experience the staff/volunteers have to meet the needs of those to be served.

Staff and volunteers will be required to be trained in mediation skills and facilitation of a juvenile mediation specific curriculum. Staff is expected to have previous experience in facilitating counseling-based education curriculum.

List and describe collaborations.

Teen Court, Inc. collaborates with Lawton Public Schools (referrals and education opportunities), Lawton Police Department: motor unit, sex crimes division, narcotics division (officer/ community relationship building, officers volunteer to participate in the court program and facilitating classes), Lawton Municipal Court (traffic court referrals), Comanche County Juvenile Bureau (referrals), local counseling agencies (referring Teen Court Participants for one on one counseling), many other local nonprofits (community service opportunities).

How will the program limit access to Lawton and at-risk youth and their families? Referrals to the mediation program will be from the juvenile bureau and the Lawton Public School district, and will be pre-determined, by those two agencies, to be at-risk youth.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Commitment to Learning	**Achievement Motivation**

Achievement motivation – participants will be taught how to set self-protecting goals and will be equipped with skills and tools to motivate them to safer choices. Thus creating cyclical decision making that promotes self advocacy and learning in a safe environment.

Positive Values	Responsibility and Restraint
Through mediation with an adversary, participants will be encouraged to accept accountability for their behavior while learning tools to enable restraint from responding in a negative manner to the opposite party.	
Social Competence	**Peaceful Conflict Resolution**
The primary focus of mediation will be to resolve conflict without violence and to avoid future confrontational situations with an adversary.	
Positive Identity	**Personal Empowerment**

One of the main goals of mediation is to teach participants to feel empowered to self advocate and set safe emotional and physical boundaries. The result of this skill building will be the ability to use self control in negative situations in order to have a better opportunity to control the overall outcome of uncooperative or potentially fatalistic encounters.

EXTERNAL ASSETS

Support	**Positive Family Communications and Other Adult Relationships**
The purpose of mediation is to teach participants how to engage in different types of communications and self advocacy, while taking responsibility for ones role in creating negative situations and events in their home, school, work, and social circles. Through trained adult and peer staff/ volunteer support, this program has the ability to form lasting, trusting relationships that provide opportunity for reliable council and guidance. Families will be encouraged to take part in the mediation process, in hopes of teaching communication, positive interaction, and support on a familial level.	
Empowerment	**Safety**
Mediation provides the circumstances for participants to negotiate and work out conflict with an adversary prior to returning to school or social settings. The goal is to reduce or eliminate desires for retaliation. Without the threat and fear of retaliation, participants are safe to resume normal activities, while still working on the development of taking responsibility to avoid dangerous and negative encounters.	
Boundaries and Expectations **Positive Peer Pressure**	**Adult Role Models and**

Adults and peers who are trained in mediation will comprise a panel to meet with participants. This panel will provide positive role models which span teen peers to adult. By integrating youth and adults into the panel of moderators, it will ensure that peaceful resolutions are created through the lense of current generations who see similar issues on a routine basis, coupled with tried and true experiences and wisdom of adults.

Constructive Use of Time	Youth Programs

The mediation panel will be comprised of youth and adults. This opportunity allows youth to be involved in an after school activity, while promoting a safer, violence free community. Participants who complete the mediation program will be encouraged to return to become a trained mediator, a long term useful skill which will follow them through the remainder of their life.

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET

Current program budget. Complete attached budget sheet. List current funding sources — $ see attached

Check if additional sheets are used X

Category	Source	Amount
		$
		$
		$

		$
		$
		$
		$
		$
		$
Total (subtotal if using additional sheets)		**$**

Use additional sheets if necessary.

Youth and Family Affairs Committee Application Checklist

✓	Completed Application
✓	Audited Financial Statement and Audit Report
✓	Most recent Tax Return Form 990
✓	Year to Date Financial Statement
✓	Agency Budget/Organization Operating Budget
✓	501(c)(3) Letter of Exempt Status (Yours or Your Sponsor Organization)
✓	Current Organizational By-Laws or Operating Agreement
✓	Current List of Board of Directors
✓	Has reviewed the sample Support Agreement and agrees to adhere to all of the conditions of said agreement

	Any additional comments or information you believe would assist YFAC in the review/evaluation process

NOTE: Complete application packets shall be submitted to the City Clerk's Office no later than 5pm on the last day of the application period.

1. Applications will be evaluated by YFAC
2. Site visit will be scheduled
3. YFAC will make a recommendation to the City Council regarding funding requests
4. City Council will approve/deny funding requests
5. City Clerk's office will be the point of contact for submitted reimbursement claims once an executed agreement is in place

Teen Court

BUDGET	2025 PROPOSED	ACTUAL
CDBG	$12,500.00	$12,545.00
Lawton Foundation	$5,000	5000
OK Bar Association	$50,000.00	$60,000.00
United Way	75,000	$53,500.00
YFAC	47,000	$44,041.00
Priddy Foundation	$110,000.00	$95,120.00
Juvenile Bureau	$800.00	$480.00
Board Donations	$1,000.00	$475.00
Fundraising Events	$1,500.00	$4,137.00
Sarkeys	$5,000.00	$0.00
McMahon	$27,650.00	$172,650.00
McCasland	$60,000.00	$0.00
Walmart	$5,000.00	$0.00
LETA	$23,500.00	$0.00
Summit Utilities		$1,500.00
Donations		$5,870.00
Zelbst/Green		$20,000.00
Arvest Foundation		$25,000.00
Total	$423,950.00	$500,318.00
EXPENSES		
Salaries	$110,000.00	104388
Benefits/Retirement	22000	2707
Awards and Grants	$2,500.00	1000
Arvest Bank (loan)	$6,000.00	
Education	$182,000	111645
Gifts - Volunteers	$2,000.00	246
Ins. Liability	$3,000.00	2518
Ins. Wkmns. Comp	$1,200.00	801
Licenses & Fees	$200.00	140
Meals/Training	$2,500.00	2415
Milage/Conf.	$3,500.00	0
Miscellaneous	$300.00	24
Occupancy/Utilities	$1,300.00	8236
Postage	$500.00	1266
Office Expense	$5,000.00	2811
Professional Fees/Audit	$12,000.00	11049
Repairs/Maint.	$500.00	5814
Security	$2,000.00	1742
Supplies	$1,500.00	1802
Taxes - Payroll	$6,500.00	8192
Software	$300.00	69
Telephone	$2,750.00	4485

IT Support	$2,500.00		1498
Outside Printing	$400.00		70
Marketing	$3,500.00		0
Equipment/Furnishings	$20,000.00		0
Dues	$1,000.00		819
Building Maintenance	$10,000.00		5814
Mediation Program	$15,000.00		0
Depreciation	**$4,000.00**		3374
TOTAL	$423,950.00		282925

Youth and Family Affairs Committee
Project Funding Application

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	FISTA	Years existing: 3	
Project/Program	STEM Lab	Program: Existing	
Director's Name	Dr. Krista Ratliff	Phone	5803534782
Application Lead	Raegan Martin-Teakell	Phone	5803534782
Website	https://thefista.com/	Fax:	
Email	rteakell@thefista.com	# Employees: 10	
Physical Address	200 SW C Ave. Lawton, OK 73501		
Mailing Address	200 SW C Ave. Lawton, OK 73501		

Mission Statement:
The FISTA STEM Lab is dedicated to fostering innovation, education, and inclusion in science, technology, engineering, and mathematics (STEM). We aim to empower learners of all ages and backgrounds by providing access to state-of-the-art facilities, hands-on learning opportunities, and mentorship programs.
At the heart of our mission is a commitment to diversity, equity, and inclusion. We strive to represent and uplift underrepresented and underserved communities, ensuring that every individual has the opportunity to explore their potential and contribute to the advancement of STEM fields. Through collaboration, creativity, and curiosity, the FISTA STEM Lab is building a brighter, more inclusive future for all.

RECEIVED
JAN 28 2025
CITY OF LAWTON
CITY CLERK'S OFFICE

SECTION B
CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

- ☐ Education for gang prevention/life skills
- ☐ Gang prevention
- ☐ Family basic needs
- ☒ After school/out of school skills program

- ☒ Mentoring program
- ☐ Parent/guardian workshop
- ☒ Parent/youth activities
- ☐ Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? $ 14,961.05

How will YFAC funding be used? Check if additional sheets are used

Category (Salaries, Supplies, etc.)	**Amount**
Tools/lab supplies	$ 14,961.05
	$
	$
	$
	$
Total (subtotal if using additional sheets)	$

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal:

Specific
The grant will fund tools and supplies to establish a STEM lab that serves an underrepresented and underserved community. This lab will provide a space for students to learn practical STEM skills, work with professionals, develop prototypes, and engage in a STEM-rich environment. The lab will also offer internship opportunities to enhance students' career readiness.
Measurable
We aim to:
1. Equip the STEM lab's metal and wood working areas with at least 15 essential power tools and supply categories (e.g., drills, lathes, saws, sanders, supplies, nailers, and hand tools) by the end of the second quarter after funding.
2. Host 10 internships within the first year of operation, where students will gain hands-on experience in fabrication, prototyping, and project design using these tools and 3-D printers.
3. Provide STEM education to a minimum of 100 students annually, with at least 80% of participants reporting improved technical skills, confidence in tool use, and a deeper understanding of STEM concepts through post-program surveys.

Performance measure:

Key performance measures include:
1. Equipping the Lab: Install at least 15 essential tools and supply categories in the metal and woodworking areas by the end of the second quarter post-funding.
2. Internship Opportunities: Host 10 student internships within the first year, offering experiential learning in design, prototyping, and fabrication.
3. STEM Education Impact: Serve a minimum of 100 students annually, with at least 80% demonstrating improved technical skills, confidence in tool use, and a deeper understanding of STEM concepts, as measured by post-program surveys.
4. Community Relevance: Address educational inequities and promote STEM career pathways, contributing to workforce development and economic growth.
Progress will be evaluated quarterly through tool procurement milestones, participation data, internship completion rates, and student feedback. Findings will be summarized in an annual impact report for stakeholders, ensuring transparency and continuous improvement.

Data collection plan:

Data Collection Plan
1. Analysis Methods:
o Quantitative analysis for tool acquisition, workshops, professional development, internship completion, and survey responses.
o Qualitative analysis for feedback from focus groups and mentorship reports.
2. Reporting Schedule:
o Annual or partial annual progress reports for internal use.
o Annual impact report shared with stakeholders.
3. Tools and Platforms
o Surveys conducted via tools like Google Forms or SurveyMonkey.
o Use data management software (e.g., Excel, Google Sheets, or project-specific platforms).
Plan Summary
The data collection plan ensures timely and accurate measurement of the STEM lab's performance. Responsibilities are clearly assigned, and the frequency of data collection aligns with program milestones, ensuring continuous improvement and transparency.

Ultimate Outcome:

The FISTA STEM Lab will transform STEM education for underserved and underrepresented students in Lawton by creating an innovative, hands-on learning environment. Within 12 months of receiving grant funding, the lab will be fully operational, equipped with advanced tools for metalworking, woodworking, and 3D printing. By combining professional mentorship, practical skill development, and career readiness opportunities, the lab will foster a new generation of skilled, confident, and STEM-oriented students prepared to meet the demands of a rapidly evolving workforce.

Timeline:

FISTA STEM Lab Implementation Timeline after build completion
Month 1-2: Initial Planning and Setup
? Key Activities:
o Finalize project timeline and key milestones.
o Begin outreach to community stakeholders, local professionals, and educational partners.
o Develop detailed procurement list for tools, and supplies.
o Set up data collection tools and platforms for tracking progress and impact.
Month 3-4: Procurement and Initial Lab Setup
? Key Activities:
o Purchase and receive at least 15 essential power tools and supply categories for the metalworking and woodworking areas.
o Hire contractors or specialists for lab setup and ensure proper installation of equipment.
o Begin designing internship program and STEM curriculum.
Month 5-6: Lab Setup Completion and Pilot Testing
? Key Activities:
o Complete installation of all equipment and supplies in the STEM lab.
o Test functionality of tools, equipment, and 3D printers.
o Recruit mentors and professionals to support the lab activities.
o Finalize internship program details and student selection criteria.
Month 7-9: Program Launch

Provide a schedule of activities.

December 2025:
? Grand Opening Celebration:
o Ribbon-cutting ceremony and facility tours.
o Schedule: TBA.
? STEM Career Exploration Panel:
o Meet professionals from aerospace, biotech, AI, and more.
o Internships
January 2026:
? New Year, New Tech Workshop:
o Hands-on introduction to STEM
o Teacher PD workshop: STEM hands no activities
o Internship workshop
February 2026:
? Women in STEM Spotlight Event:
o Inspiring stories and networking with women in STEM fields.
o STEM Olympiad
o Internship
o Cybersecurity Event
March 2026:
? Spring Break STEM Camp for Kids (Ages 8– 14)
o Week-long immersive program exploring coding, robotics, and design.
o Teacher PD workshop
o Internship
o Engineering STEM event
April 2026:
? Earth Day STEM Fair/ Aerospace Week
o Projects and activities focused on sustainability and renewable energy.
o Aerospace projects
o Teacher PD

May 2026:
? End-of-School Year:
o Internship students showcase their talents and gather feedback about their experiences.
o Teacher PD Workshop
o STEM Days

How long is this program expected to last? What measures will determine visibility?

The program described is structured for an initial six-month period from December 2025 to May 2026. This timeframe encompasses ongoing professional development for educators, internship preparation, monthly events for children and families, and special STEM challenges and workshops.
The program is expected to be sustainable and adaptable beyond the initial six months and into the foreseeable future, with new themes, activities, and community engagement initiatives being added based on feedback and evolving STEM trends.

What are your goals for years 2-6 & 7-10?

Goals for Years 2-6
Focus: Expansion, Engagement, and Skill Development
1. Program Expansion
o Increased Offerings: Add advanced STEM workshops, specialized teacher training programs, and themed Maker Challenges.
o Year-Round Internship Opportunities: Establish partnerships with local STEM organizations to provide consistent internship placements.
o Specialized Tracks: Introduce tracks for different age groups or interests (e.g., robotics, AI, cybersecurity, sustainability).
2. Community Engagement
o Regional Outreach: Expand visibility by hosting regional STEM fairs, competitions, and outreach programs.
o Partnership Development: Strengthen collaborations with schools, universities, and industry leaders to bring more resources and expertise.
3. Skill Development Focus
o Educator Professional Development credits: Create workshops for teachers to receive credits for STEM professional development.
o Youth Mentorship Programs: Pair students with STEM professionals as mentors for long-term career guidance.
4. Facility Growth
o Continue to upgrade Makerspace with cutting-edge equipment.
o Create dedicated areas for group projects, professional workshops, and student exhibitions.
5. Measure and Adjust
o Use participation, feedback, and success stories from Year 1 to refine programming and allocate resources effectively.

Goals for Years 7-10
Focus: Sustainability, Global Impact, and Leadership in STEM Education
1. Sustainability and Scalability
o Self-Sufficient Model: Develop a sustainable funding structure through grants, sponsorships, and revenue from specialized programs.
o Franchise the Model: Share the successful STEM Lab framework with other communities and regions, creating satellite makerspaces.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

ARPA funding.

How many years has the program existed?

The STEM program is in the beginning stages.The STEM Lab/ Makerspace is set to be completed in October.

What is your proposed staff/volunteers:

Full Time Staff: 3	**Part Time Staff:** 3	**Volunteers:** 5

What is your projected number/percentage of low-income participants served?

40%

PROGRAM DEMOGRAPHICS

Existing Programs ONLY ☑ Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started:
Activities:

Accomplishments:

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old:	**6-12 yrs. old:**	**13-18 yrs. old:**	**19+ yrs. old:**

What is the number of families served?

What was the total number of individuals served from the City of Lawton?

African American:	**Asian:**	**Alaskan:**
Caucasian:	**Hispanic:**	**Indigenous:**
Pacific Islander:	**Multiple:**	**Other:**
Male:	**Female:**	**Other: Self Designated:**

SUCCESS STORIES

Provide 3 success stories

Select One

Select One

Select One

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

The FISTA STEM Lab/Makerspace is dedicated to complementing and enhancing existing programs in Lawton and the surrounding communities. By aligning our resources, state-of-the-art equipment, and expert guidance with the objectives of local organizations and educational institutions, we aim to foster collaborative partnerships that empower these initiatives to achieve greater impact and success.

The lab is designed to provide community members and students with opportunities to develop practical, career-enhancing skills. Equipped with specialized areas such as a woodworking workshop, a 3D printing lab, a metalworking station, and an additive manufacturing suite, the Makerspace offers tools and resources that cater to a wide range of technical and creative endeavors. These facilities enable individuals to design and fabricate high-quality prototypes, turning their innovative ideas into tangible outcomes.

Through these hands-on learning environments, the FISTA STEM Lab/Makerspace will serve as a hub for innovation, skill-building, and collaboration, ultimately preparing participants for success in their chosen STEM career fields while supporting the economic growth of the region.

Explain the experience the staff/volunteers have to meet the needs of those to be served.

The volunteers will be highly skilled professionals with expertise in fields such as engineering, computer science, and other advanced technological disciplines. They have committed their time to engage with community members, providing guidance and mentorship to inspire and support pathways into STEM careers.

List and describe collaborations.

1. Academic Partnerships
? K-12 Schools:
o Host hands-on STEM workshops aligned with school curriculums, focusing on 3D printing, woodworking, and metalworking to reinforce concepts in physics, engineering, and design.
o Establish STEM clubs where students can use the Makerspace for competitions like robotics, bridge-building, or sustainabilty challenges.
o Provide teacher professional development sessions on incorporating lab resources into classroom instruction.
? Higher Education Institutions:
o Collaborate with local colleges and universities to offer lab-based courses or research opportunities in additive manufacturing, prototyping, or materials science.
o Create internship or co-op opportunities where students gain practical experience using Makerspace equipment.

2. Industry and Business Collaborations
? Local Businesses:
o Partner with small businesses and startups to prototype products using the lab' s advanced tools, such as 3D printers and metalworking stations.
o Offer workforce development programs to train employees in emerging technologies like additive manufacturing and CNC machining.
? Technology and Engineering Firms:
o Develop joint projects where professionals mentor students and community members in creating real-world solutions.
o Host seminars or demonstrations to showcase advanced tools and techniques used in the industry.

3. Government and Community Organizations
? Military and Defense Collaborations:
o Engage with military organizations in the region to provide skill-building workshops for veterans transitioning into civilian STEM careers.
o Partner on prototyping projects for defense-related innovation, leveraging additive manufacturing and advanced materials.
? Nonprofits and Community Groups:
o Collaborate with local organizations to host inclusive STEM events, such as coding camps students or career exploration fairs.
o Work with environmental groups to design and fabricate eco-friendly projects, such as solar-powered devices or sustainable building materials.

4. STEM Career Pathways and Workforce Development
? Mentorship Programs:
o Facilitate mentorship programs where industry professionals guide students and community members in developing technical and entrepreneurial skills.
o Partner with STEM professionals to provide one-on-one coaching and career advice sessions.

5. Innovation and Entrepreneurship
? Startup Incubation:
o Partner with local incubators to provide Makerspace access for entrepreneurs to design and prototype new products.
o Host pitch competitions where startups present their prototypes and receive feedback from industry experts.
? Hackathons and Design Challenges:
o Collaborate with tech companies or universities to host hackathons or design challenges in the Makerspace, focusing on solving community problems or advancing technology.

6. Community Engagement and Public Outreach
? STEM Events for Families:
o Partner with libraries or community centers to host family-oriented STEM events, such as " Build Your Own Robot" or " 3D Printing for Beginners."
o Work with local festivals to showcase STEM demonstrations and interactive activities.
? Public Lectures and Demonstrations:
o Collaborate with scientists, engineers, and inventors to give public talks or demonstrations about cutting-edge technologies and innovations.
These collaborations will ensure the FISTA STEM Lab/Makerspace becomes a dynamic hub for education, innovation, and community engagement, fostering economic growth and preparing participants for success in STEM fields.

How will the program limit access to Lawton and at-risk youth and their families?

The FISTA STEM Lab/Makerspace will act as a catalyst for innovation, education, and economic development, fundamentally changing the face of Lawton and its surrounding communities. We will inspire the next generation' s talent and hopefully create a pipeline of talent ready for higher education and professional opportunities. The best part is it is right here in our community and students have the chance to work somewhere with competitive pay and room for growth. There will be an equal opportunity to explore STEM fields. Mentorship programs and internships will provide guidance and help the community break into competitive STEM industries. We will embed STEM innovation into the fabric of our community, inspiring a culture of lifelong learning, creativity, and problem solving. It is more than just a facility, it will hopefully transform Lawton towards a future defined by innovation, collaboration, and economic resilience. Over time, this program will elevate Lawton as a hub for STEM excellence.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Select One	Select One

Select One	Select One

Select One	Select One

Select One	Select One

EXTERNAL ASSETS

Select One	Select One
Select One	Select One
Select One	Select One

Select One	Select One

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET
Current program budget. Complete attached budget sheet.

$

List current funding sources Check if additional sheets are used

Category	Source	Amount
	Select One	$
	Select One	$
	Select One	$
	Select One	$
	Select One	$
	Select One	$
	Select One	$
	Select One	$
	Select One	$
Total (subtotal if using additional sheets)		$

Use additional sheets if necessary.

Youth and Family Affairs Committee Application Checklist

☐	Completed Application
☐	Audited Financial Statement and Audit Report
☐	Most recent Tax Return Form 990 Have not filed first tax return
☐	Year to Date Financial Statement
☐	Agency Budget/Organization Operating Budget No current budget established
☐	501(c)(3) Letter of Exempt Status (Yours or Your Sponsor Organization)
☐	Current Organizational By-Laws or Operating Agreement
☐	Current List of Board of Directors
☐	Has reviewed the sample Support Agreement and agrees to adhere to all of the conditions of said agreement
☐	Any additional comments or information you believe would assist YFAC in the review/evaluation process

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Outlook

Raegan Teakell Shared a Home Depot List With You

From The Home Depot <HomeDepot@order.homedepot.com>
Date Wed 12/4/2024 1:50 PM
To Raegan Martin-Teakell <rteakell@thefista.com>

You don't often get email from homedepot@order.homedepot.com. Learn why this is important

How doers get more done.

DOWNLOAD OUR APP ›

A note from Raegan Teakell:

the list

Grant List | List Price: $14,961.05 | List Size: 35

Item availability and in-store pricing is based on the **Lawton** store.

HDX HDX 15 in. Angle Broom and Step-On Dustpan Set

Store SKU # 1009179588
Internet # 323273313

$12.97

Qty 4

20 In Stock | Aisle: 45 Bay: 004

+ ADD TO CART

Quickie Quickie 2-in-1 Squeegee Push Broom

Store SKU # 728900
Internet # 202843362

$19.97

Qty 4

1 In Stock

+ ADD TO CART

Libman Libman 10 in. Whisk Broom and Dust Pan Set (4-Pack)

Store SKU # 1009477110
Internet # 322851258

$33.96

Qty
1

18 In Stock

+ ADD TO CART

RIDGID RIDGID 16 Gallon 6.5 Peak HP NXT Shop Vac Wet Dry Vacuum with Detachable Blower, Filter, Locking Hose and Accessories

Store SKU # 929602
Internet # 304795082

$129.00

Qty
2

199 In Stock | Aisle: 11 Bay: 020

+ ADD TO CART

Yost Yost 6-1/2 in. Apprentice Series Utility Bench Vise

Store SKU # 1000643747
Internet # 203670724

$106.93

Qty
2

Online Only

198 In Stock

+ ADD TO CART

Milwaukee Milwaukee M18 FUEL 18-Volt Lithium-Ion Brushless Cordless Gen II 16-Gauge Angled Finish Nailer (Tool-Only)

Store SKU # 1006685577
Internet # 317978875

$329.00

Qty
1

46 In Stock | Aisle: 12 Bay: 005

+ ADD TO CART

Milwaukee Milwaukee M18 FUEL 3-1/2 in. 18-Volt 30-Degree Lithium-Ion Brushless

Qty
2

Online Only

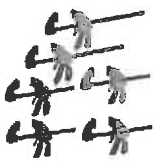
51 In Stock

Cordless Framing Nailer Kit with 5.0 Ah Battery Charger, Bag

+ ADD TO CART

Store SKU # 1006879047
Internet # 309987960

$479.00



VEVOR VEVOR Bar Clamps Set for Woodworking, 4-Pack 6 in. and 2-Pack 12 in. One-Handed Clamp/Spreader, (2-Pieces)

Qty
3

141 In Stock

+ ADD TO CART

Store SKU # 1010468374
Internet # 327538815

$39.99

VEVOR VEVOR 90° Right Corner Positioning Squares Set 5.5 in. x 5.5 in. Clamping Squares for Woodworking Box Cabinet Drawer(4-Pieces)

Qty
1

372 In Stock

+ ADD TO CART

Store SKU # 1010634471
Internet # 328171608

Was ~~$37.99~~

$30.39

Save $7.60 (20.0%)

BESSEY BESSEY Clutch Style 36 in. Capacity Bar Clamp with Composite Plastic Handle and 3-1/2 in. Throat Depth

Qty
4

35 In Stock | Aisle: 11 Bay: 015

+ ADD TO CART

Store SKU # 1000039445
Internet # 204986203

$27.97

BESSEY BESSEY Clutch Style 24 in. Capacity Bar Clamp with Wood Handle and 2-1/2 in. Throat Depth

Store SKU # 1000039422

Internet # 204986197

$19.97

Qty 4

125 In Stock | Aisle: 11 Bay: 015

+ ADD TO CART

Kreg Kreg 3 in. Automaxx Face Clamp

Store SKU # 1001213567

Internet # 207196464

$43.97

Qty 6

6 In Stock | Aisle: 10 Bay: 020

+ ADD TO CART

Milwaukee Milwaukee 3/8 in. and 1/4 in. Drive SAE/Metric Ratchet and Socket Mechanics Tool Set (106-Piece)

Internet # 312160960

Was ~~$289.00~~

$169.00

Save $120.00 (42.0%)

Qty 1

Online Only

2266 In Stock

+ ADD TO CART

Milwaukee Milwaukee 16 oz. Smooth Face Finish Hammer

Store SKU # 1007577465

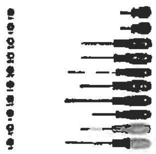
Internet # 318756156

$26.97

Qty 5

26 In Stock | Aisle: 11 Bay: 011

+ ADD TO CART



Milwaukee Milwaukee Combination Screwdriver Set (10-Piece)

Store SKU # 1002821284
Internet # 302174758

Was ~~$37.97~~

$29.97

Save $8.00 (21.0%)

Qty
4

Online Only

2420 In Stock

+ ADD TO CART

Milwaukee Milwaukee FASTBACK Folding Utility Knife and Compact Folding Utility Knife with Blade Storage and Gut Hook (2-Piece)

Store SKU # 1002916254
Internet # 309350823

$19.97

Qty
3

1452 In Stock | Aisle: 11 Bay: 007

+ ADD TO CART

Milwaukee Milwaukee Torque Lock Locking Pliers Kit (10-Piece)

Store SKU # 1002718906
Internet # 303010219

Was ~~$159.97~~

$99.97

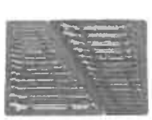
Save $60.00 (38.0%)

Qty
2

Online Only

610 In Stock

+ ADD TO CART



Milwaukee Milwaukee Combination SAE and Metric Wrench Mechanics Tool Set (30-Piece)

Internet # 309797186

Was ~~$259.00~~

$169.00

Qty
1

Online Only

1553 In Stock

+ ADD TO CART

Save $90.00 (35.0%)

Milwaukee Milwaukee Compact 25 ft. SAE Tape Measure with Fractional Scale and 9 ft. Standout

Qty 5

312 In Stock | Aisle: 11 Bay: 003

+ ADD TO CART

Store SKU # 1002246016
Internet # 300839152

Was ~~$16.97~~

$9.97

Save $7.00 (41.0%)

Milwaukee Milwaukee SHOCKWAVE 1/2 in. Drive SAE 6 Point Impact Socket Set (19-Piece)

Qty 1

3898 In Stock | Aisle: E2 Bay: 003

+ ADD TO CART

Store SKU # 1006248723
Internet # 316469437

Was ~~$159.99~~

$99.00

Save $60.99 (38.0%)

Crescent Crescent Nicholson 6 in., 8 in., 10 in. and 12 in. Maintenance File Set with Ergonomic Handles (9-Pieces)

Qty 2

68 In Stock

+ ADD TO CART

Store SKU # 1005796099
Internet # 314792535

Was ~~$129.00~~

$105.00

Save $24.00 (19.0%)

Dasco Pro Dasco Pro Punch and Chisel Set (12-Piece)

Store SKU # 741619
Internet # 100169756

$39.97

Qty
2

3 In Stock | Aisle: 11 Bay: 013

+ ADD TO CART

Milwaukee Milwaukee SHOCKWAVE IMPACT DUTY Titanium Twist Drill Bit Set (23-Piece)

Store SKU # 1001294662
Internet # 205879024

Was ~~$44.97~~

$29.97

Save $15.00 (33.0%)

Qty
5

1751 In Stock | Aisle: 10 Bay: 008

+ ADD TO CART

Milwaukee Milwaukee SHOCKWAVE Impact Duty Alloy Steel Screw Driver Bit Set with PACKOUT Case (100-Piece)

Store SKU # 1005146377
Internet # 312440069

Was ~~$99.99~~

$49.97

Save $50.02 (50.0%)

Qty
3

Online Only

1838 In Stock

+ ADD TO CART

Milwaukee Milwaukee M18 18V Lithium-Ion 6-Port Sequential Battery Charger w/(2) M18 5.0Ah Batteries

Store SKU # 1010307667
Internet # 326686307

$429.00

Qty 2

171 In Stock

+ ADD TO CART

Milwaukee Milwaukee M18 18-Volt Lithium-Ion (1) High Output 6.0Ah Battery and (2) 5.0Ah Battery (3-Pack)

Store SKU # 1011932633
Internet # 329885283

Was ~~$449.00~~

$299.00

Save $150.00 (33.0%)

Qty 2

4113 In Stock

+ ADD TO CART

Makita Makita 6 Amp Corded Plate Joiner with Dust Bag and Tool Case

Store SKU # 616502
Internet # 203066417

$249.00

Qty 1

7 In Stock

+ ADD TO CART

Milwaukee Milwaukee M18 18V Lithium-Ion Brushless Cordless FUEL 5 in. Random Orbit Sander (Tool-Only)

Store SKU # 1012037837
Internet # 329967760

$199.00

Qty 1

0 In Stock

+ ADD TO CART

Milwaukee Milwaukee M18 FUEL 18V Lith-Ion Brushless Cordless Jig Saw (Tool-Only) w/M18 (1) High Output 6.0Ah Battery & (2) 5.0Ah Battery

Qty 3

2438 In Stock

+ ADD TO CART

Store SKU # 1012627658
Internet # 331594259

Was ~~$648.00~~

$299.00

Save $349.00 (54.0%)

Milwaukee Milwaukee M18 FUEL 18-Volt Lithium-Ion Brushless Cordless Compact Router, Jigsaw and Belt Sander

Qty 2

99 In Stock

+ ADD TO CART

Internet # 323482373

$676.70

Milwaukee Milwaukee M18 FUEL 18V Lithium-Ion Brushless Cordless 12 in. Dual Bevel Sliding Compound Miter Saw with Stand (Tool-Only)

Qty 1

55 In Stock

+ ADD TO CART

Internet # 313130780

$938.00

Milwaukee Milwaukee M18 FUEL 18V Lith-Ion Brushless Cordless Compact Bandsaw w/M18 18V Lithium-Ion REDLITHIUM FORGE XC 8.0 Ah Battery Pack

Qty 2

2912 In Stock

+ ADD TO CART

Store SKU # 1012627661
Internet # 331594527

Was ~~$499.00~~

$329.00

Save $170.00 (34.0%)

Milwaukee Milwaukee M18 FUEL ONE-KEY 18- volt Lithium-Ion Brushless Cordless 8-1/4 in. Table Saw Kit W/(1) 12.0Ah Battery & Rapid Charger

Qty 1

506 In Stock

+ ADD TO CART

Store SKU # 1003176689
Internet # 305056992

Was ~~$599.00~~

$449.00

Save $150.00 (25.0%)

Milwaukee Milwaukee M12 12-Volt Lithium-Ion Cordless Soldering Iron (Tool-Only)

Qty 5

1769 In Stock | Aisle: 10 Bay: SC1

+ ADD TO CART

Store SKU # 1002772220
Internet # 302022408

Was ~~$119.00~~

$79.00

Save $40.00 (34.0%)

Milwaukee Milwaukee M18 FUEL 18V Lithium-Ion Brushless Cordless Combo Kit with Two 5.0 Ah Batteries, 1 Charger, 2 Tool Bags (7-Tool)

Qty 5

+ ADD TO CART

Store SKU # 1009180981
Internet # 323286483

Was ~~$1,199.00~~

$849.00

Save $350.00 (29.0%)

YOUTH & FAMILY AFFAIRS COMMITTEE PROJECT FUNDING

Summer Youth Programs

HARVEST PLENTY
HOUSE OF PRAYER

City of Lawton

Youth and Family Affairs Committee
Project Funding Application

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	Harvest Plenty House of Prayer Church	Years existing: 15	
Project/Program	Chisholm Trail Reading STEM Summer Camp	Program: Existing	
Director's Name	Jennette Hutchinson	Phone	(580) 647-2876
Application Lead	Jennette Hutchinson	Phone	(580) 647-2876
Website	harvestplentyhouseofprayer.com	Fax:	
Email	harvestplentyhop@gmail.com	# Employees:	
Physical Address	3826 SE Elmhurst Lane, Lawton, OK 73501		
Mailing Address	P.O. Box 841, Lawton, OK 73502		

Mission Statement:
The Chisholm Trail Reading STEM Summer Camp seeks to empower youth through the integration of stem-based learning initiatives and literacy-based programs that challenge and nurture fun while promoting individual growth.

SECTION B
CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

- ☐ Education for gang prevention/life skills
- ☐ Gang prevention
- ☐ Family basic needs
- ☒ After school/out of school skills program

☐Mentoring program
☐Parent/guardian workshop
☐Parent/youth activities
☐Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? $ 35,000.00

How will YFAC funding be used? Check if additional sheets are used ■

Category (Salaries, Supplies, etc.)	Amount
Curriculum/ Salaries	$ 20,760.00
Materials & Supplies	$ 3,000.00
Equipment	$ 3,500.00
Field Trips	$ 2,405.00
Transportation	$ 3,800.00
Total (subtotal if using additional sheets)	$ 33,465.00

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal:
The program's goal is to prioritize literacy-based learning when creating daily STEM activities and projects that evaluate and further develop each students' learning needs. This learning involves specific subject matters such as science, technology engineering, math as well as

Performance measure:
Educational curriculum is developed based on Oklahoma State Department of Education standards for K—4th grades. Test examination questions were further derived from the Alpha Plus Testing model, which is also utilized by Lawton Public Schools and Bishop Public School. This initial assessment and post assessment provided instructors with a baseline score to ascertain the amount of improvement each student achieved toward the conclusion of the program

Data collection plan:
The following methods and or platforms were utilized to collect the necessary data that was previously mentioned: Student Management Software, Excel, Pretest and Post-test Assessment Method.

Ultimate Outcome:

In addition to the proven educational impact, the program aims to develop and instill intrinsic values, such as confidence, self-motivation and intellectual curiosity into each student. This begins with establishing the student's interest in one or more STEM subject matters, including reading and reading comprehension. It is proven that students learn at an exponential rate, when engaged in projects and or experiments. This program incorporates these methods, in hopes to encourage and teach students on the components of STEM as well as the importance of reading and reading comprehension.

Timeline:

The program's timeline consists of daily, instructor-led projects that teach students on a certain STEM subject matter as well as reading and reading comprehension. The program employs Oklahoma-certified teachers to instruct each devised subject matter. In conclusion of each week, the students attend an educational field trip to various Oklahoma facilities that aim to further their learning in these areas. The program aims to further excite and motivate students to engage in STEM activities and projects in preparation for this changing workforce. In 2024, the program introduced the students to unique experiences and activities: Oklahoma City

Provide a schedule of activities.

The 4-week program services students from Monday to Friday, beginning at 8:00 a.m. to 4:00 p.m. The schedule of activities are as follows:

8:00 a.m.— 9:00 a.m: Breakfast
9:15 a.m.— 11:45 a.m: Reading & MATH Class
12:00 p.m.— 1:00 p.m: Lunch, Recess
1:00 p.m.— 1:15 p.m: Restroom Break
1:15 p.m.— 3:15 p.m: STEM Class
3:15 p.m.— 3:45 p.m: Music, Arts & Crafts/(Refocus Activity)
3:45 p.m.— 4:00 p.m: Dismissal

The program services an educational field trip weekly each Friday.

How long is this program expected to last? What measures will determine visibility?

The program will service students for 4 weeks beginning July 7, 2025 and ending August 1, 2025.

What are your goals for years 2-6 & 7-10?

For this age range of students, the program aims to provide interactive learning that will improve students' reading, reading comprehension, as well as critical reading test scores. As a result, students will also gain reading self-efficacy as well as attain adequate knowledge in each STEM subject matter that may better prepare them for continued education, thus decrease the overall school drop-out rate. This interactive learning includes, but is not limited to class discussion, educational videos, instructor-led experiments, and photographic displays.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

The program has excitedly received local support, funding and or sponsorship from the following resources: Sharon's Devine Delights, A-OK Office Supply, Sutherlands, Walmart, Bar-S-Foods, and McDonalds. The program also received monetary donations from private donors.

How many years has the program existed?

The program has existed for two years.

What is your proposed staff/volunteers:

Full Time Staff:	10	**Part Time Staff:**	1	**Volunteers:**	4

What is your projected number/percentage of low-income participants served?

80%

PROGRAM DEMOGRAPHICS

Existing Programs ONLY ☐ Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started: 2023

Activities:

Students engaged in the following STEM activities: Computer Assembly and Disassembly, "Walking on Water" Experiment, "Coca-Cola & Mentos" Experiment, Life Cycle of Plants (Seed Planting) Experiment, Engineering Experiment: Miniature Wagon Building, Mechanic and Scientific Exploration of Cooking (Students were taught problem solving methods by making homemade butter, pancakes, lemonade, rice crispy treats, as well as using the sun to cook s'mores). The students also engaged in numerous educational and interactive reading activities, which advanced their knowledge in STEM. This included daily reading on fossils

Accomplishments:

This program remains unique because it focuses on reinforcing reading and reading comprehension skills that are critical for success in STEM. Students are administered pretest and post-test assessments derived from the Alpha Plus Testing Model. The program successfully supported one student who improved by 32%!

The program facilitated a closing ceremony that celebrated the students' educational achievements in STEM, including improved reading scores. Students were also nominated to receive the following accomplishments: Student of the Week, Student of the Camp Award(s). More activities are anticipated and accomplishments will be added upon successful

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old: 4	**6-12 yrs. old:** 18	**13-18 yrs. old:**	**19+ yrs. old:**

What is the number of families served? 15

What was the total number of individuals served from the City of Lawton?

African American: 16	**Asian:**	**Alaskan:**
Caucasian: 2	**Hispanic:** 2	**Indigenous:**
Pacific Islander:	**Multiple:** 2	**Other:**
Male: 9	**Female:** 13	**Other: Self Designated:**

SUCCESS STORIES

Provide 3 success stories

Written by participant

Written by students:

I liked how STEM Camp got me ready for 5th grade and taught me math skills.

I liked STEM Camp because the field trips were fun. I liked learning math and science.

I liked building and painting my bird house at STEM Camp.

I liked how we were able to be creative in Art.

What I liked about camp is doing the fossil kits and making soap.

Written by program staff on behalf of participant

This success story was written by the parents of participants:

My son came home asking if I knew who several historic persons were and what they did. He then informed me what they did!

My son learned how to read words at a fast pace while at camp. He enjoyed the field trips and learning time in classroom with his teacher and friends.

My children were very excited every day to go to stem camp. One said that his STEM teacher was the best. Both of them have an increased interest in Science and Math because of the STEM Camp.

Written by program staff on behalf of participant

Parent surveys revealed that the parents were very pleased with the program and that the camp met and/or exceeded their expectations. The students enjoyed making soap, constructing bird cages, going on field trips, and exploring fossils. One student reported he enjoyed the technology section which involved writing a simple "Hello World" computer program!

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

Pretest Post Test Assessments: Instructors devised a sample set of approximately 25 pretest post test questions that aligned with Oklahoma State Department of Education standards for K—4th grades.

Reading Comprehension/Reading Improvement:
Students were introduced to a variety of children's books that consisted of STEM subject matters. Students were asked to read at least one book per day and prepare to discuss the book with the class.

Students engaged in STEM projects during the Camp. For this program, daily STEM activities and or projects were created that evaluate and further develop each students' learning needs as it relates to the specific subject matters, science, technology engineering, math as well as reading and reading comprehension.

The program is significantly unique due to the program's proprietary curriculum and its intensive focus on reading and reading comprehension, in addition to STEM education. Research has shown that the learning for Oklahoma students in nearly each grade was severely impacted amid the COVID-19 pandemic. For example, in 2021, assessments indicate that students in the third grade experienced the largest decline; 14% fewer students were proficient in both Math and English compared to two years prior. In 2020, exams were actually canceled due to the COVID-19 pandemic. These proficiency scores are vital as it relates to a student's learning. These scores indicate whether the student is on-track and is prepared for post-secondary education and or career employment upon graduation.

Explain the experience the staff/volunteers have to meet the needs of those to be served.

The program has successfully recruited and retained staff members and volunteers who possess the necessary experience and or skills to service those in need:

Director: Masters of Arts, Computer Resources & Information Management, Bachelors of Science, Computer Information Systems. Tenured experience in administration, supervising and managing personnel, as well as devising programmatic responses as it relates to the needs of those being served.

HR Representative: Masters in Human Resources. Tenured experience in recruiting and employee relations.

Teacher(s): Oklahoma State Certified, Relevant work experience in education. Educational settings include Lawton Public Schools, current and/or retired.

Teacher Aide(s): At least 1 year of childcare experience.

Administrator: Relevant experience in providing clerical and administrative support.

Photographer/Videographer: Relevant experience in processing images, utilizing editing techniques and operating photography equipment.

Dietary Aide(s): Food Handler's Permit Certified, at least 2 years of food preparation experience in commercial setting.

Driver: Commercial Driver's Licensed, and or Oklahoma Driver's Licensed

Custodian: Relevant experience in housekeeping and sanitary duties as needed.

List and describe collaborations.

Lunch Collaboration:
The program collaborated with the Sullivan Village Elementary School who assisted in providing lunch for students. These lunches were provided via Lawton Public Schools.

Local Businesses: (Monetary and/or Food Donations)
A-OK Office Supply
McDonald's
Sutherland's
Walmart
Bar-S-Foods
Sharon Devine Delights

Non-Profits:
Harvest Plenty House of Prayer Church:
This church has aided by providing volunteers, tuition sponsorship and monetary donations.

Private Donors: (Monetary Donations and/or Food Donations)

The program aims to garner additional collaboration(s) with local businesses, education facilities, non-profit organizations, etc.

How will the program limit access to Lawton and at-risk youth and their families?

The program was founded due to the Lawton community and the needs of its at-risk youth and their families. The program intends to embrace and provide an unique experience to these at-risk youth and their families while also showcasing the Lawton community and our local resources. The program empowers this population of students to attain an opportune outlook for their future, their community as well as the world. Through the lens of STEM, students learn universal disciplines that promote critical thinking and problem solving skills that at-risk youth within the Lawton community assuredly benefit from. There is also a vast need for a well-rounded, talented workforce in STEM related career fields. The program uniquely supports this common goal by diversifying access to STEM education with an emphasis on reading and reading comprehension for these at-risk youth.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Empowerment	7-Community values youth
Students are empowered when they feel that the community in which they reside have the goal to create and foster healthy productive citizens. The program seeks to collaborate with the community by cooperating with institutions, agencies and schools that have vested interest in their achievement and overall success for youth within the community. It is equally important that communities foster healthy, positive relationships not only with their families, but also with social supports such as teachers, school officials as well as community leaders.	

Support	8-Youth as resources
The program seeks to foster a social support system for students. It is vital that youth garner the social support of their parents and or caregivers, family and peers. Additionally, it is important for students to equally establish relationships with community leaders, school officials, and other capable mentors. The program recognizes and promotes the essential value that youth provide to the community. Students possess influential potential to positively contribute to a thriving community. However, a social support system is the foundation. The program's goal is to inspire and instill excellence in youth through STEM education with an emphasis on reading and reading comprehension.	
Boundaries/Expectations	18-Youth programs
The program seeks to encourage and foster a healthy sense of self among students by modeling positive and professional adult behavior. A goal is to create and promote responsible behavior by encouraging disciplined expectations among students. Additionally, the program aims to motivate students to professionally maximize their life experience and mature into the best representatives of themselves. The program desires for students to understand the importance of their behavior, as it relates to negative behavior, and how this may affect positive environments as well as their family, peer and community relationships within them.	
Constructive Time	9-Service to others
Although extracurricular activities are conducive to a student's overall development, the program aims to strongly incorporate volunteerism. Through volunteerism, students learn to appreciate the community, in which they live in. Students are able to build new skills, as well as discover future opportunities. Marian Wright Edelman once said, "Service is the rent one pays for living here on Earth." Since professional development is the cornerstone of this program, it is vital that students engage in service to others in hopes of becoming a well-rounded individual.	

EXTERNAL ASSETS

Commitment to learning	25-Reading for pleasure
Fostering a lifelong commitment to learning through positive encouragement is essential to academic achievement and motivation. Oklahoma students, in particular, continue to experience negative effects of the COVID-19 pandemic, such as the loss of instructional time and presence of interactive learning. The program's goal is to reignite this commitment to learning and reengage students by strategically combining STEM education with an emphasis on reading and reading comprehension.	
Positive identity	**37-Personal power**
It is clear that the COVID-19 pandemic globally had a significant and drastic effect on student learning. The program aims to re-establish shared social identity with the concept of increasing motivation to learn as through improved communication. The program recognizes the need to support students and instill personal power by rebuilding their sense of identity and belonging in their learning outcomes.	
Positive values	**21-Acheivement motivation**
When educating youth, there are clear variables that may lead to a lack of motivation. For example, the ever-changing dynamic of technology may negatively develop intrinsic and or extrinsic values among the youth. However, this program strategically incorporates technology alongside STEM education, in hopes to motivate students to value the importance of education and ultimately become independent learners. This is successfully accomplished by providing positive reinforcements through effective methods such as interactive learning, innovative STEM projects etc.	

Social competencies	33-Interpersonal competence

This program is dedicated to encouraging and developing the holistic student through interpersonal skills such as problem solving and effective communication. It is important for students to actively utilize these communication skills when resolving conflict, identifying emotions and feelings, as well as embracing cultural differences.

This program aims to support students in developing and displaying positive behavior within social interactions on a day-to-day basis. This is an immense benefit for at-risk youth, who may need assistance with these certain skills. The program intends to equip youth with the necessary tools when navigating peer pressure and understanding how to resolve conflict amicably and creatively with others.

Research has proven that youth are better apt to observe, learn and incorporate interpersonal skills than inherently have the ability to independently change their thinking patterns or emotions. These skills are initiated by education. This program values teaching these skills, in order for emotional regulation to develop and mature.

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET

Current program budget. Complete attached budget sheet. $ 43,750.00

List current funding sources Check if additional sheets are used ■

Category	Source	Amount
Curriculum/Salaries	YFAC Funding	$ 20,760.00
Field Trips	YFAC Funding	$ 2,405.00
Venue (Overhead Expenses & Utilites)	YFAC Funding	$ 2,600.00
Transportation	YFAC Funding	$ 3,800.00
Materials & Supplies	YFAC Funding	$ 3,000.00
Equipment	YFAC Funding	$ 3,500.00
Field Trips Meals	Agency/Organization Fundinç	$ 1,250.00
T-shirts	Agency/Organization Fundinç	$ 1,350.00
Printing	Agency/Organization Fundinç	$ 500.00
Total (subtotal if using additional sheets)		$ 39,165.00

Use additional sheets if necessary.

Youth and Family Affairs Committee Application Checklist

☑	Completed Application
☑	Audited Financial Statement and Audit Report
☑	Most recent Tax Return Form 990
☑	Year to Date Financial Statement
☑	Agency Budget/Organization Operating Budget
☑	501(c)(3) Letter of Exempt Status (Yours or Your Sponsor Organization)
☑	Current Organizational By-Laws or Operating Agreement
☑	Current List of Board of Directors
☑	Has reviewed the sample Support Agreement and agrees to adhere to all of the conditions of said agreement
☐	Any additional comments or information you believe would assist YFAC in the review/evaluation process

NOTE: Complete application packets shall be submitted to the City Clerk's Office no later than 5pm on the last day of the application period.

1. Applications will be evaluated by YFAC
2. Site visit will be scheduled
3. YFAC will make a recommendation to the City Council regarding funding requests
4. City Council will approve/deny funding requests
5. City Clerk's office will be the point of contact for submitted reimbursement claims once an executed agreement is in place

Harvest Plenty House of Prayer

Chisholm Trail Reading STEM Summer Camp

Funding Sources Breakdown 2025

CATEGORY	FUNDING SOURCE	AMOUNT
Field Trip Meals	Agency/Organization	$ 1,250.00
T-shirts	Agency/Organization	$ 1,350.00
Printing Services (Paper, Toner, Supplies)	Agency/Organization	$ 500.00
Background Check Services	Agency/Organization	$ 500.00
Meals/Snacks	Other	$ 2,000.00
Student Management SW	Other	$ 1,085.00
Advertisement	Other	$ 500.00
Graduation Ceremony	Other	$ 500.00
Curriculum/Salaries	YFAC Funding	$ 20,760.00
Field Trips	YFAC Funding	$ 2,405.00
Venue (Overhead Expenses & Utilities)	YFAC Funding	$ 2,600.00
Transportation	YFAC Funding	$ 3,800.00
Materials/Supplies/Storage	YFAC Funding	$ 3,000.00
Equipment	YFAC Funding	$ 3,500.00
TOTAL BUDGET:		**$ 43,750.00**

Reading PLUS After-School Program Comprehensive Program Budget 2025

CATEGORY	AMOUNT
Curriculum/Salaries	$ 23,040.00
Venue (Overhead Expenses & Utilities)	$ 2,600.00
Printing/Supplies/Equipment	$ 1,800.00
Snacks	$ 4,420.00
Transportation	$ 2,560.00
Materials/Supplies/Storage	$ 2,000.00
Equipment	$ 3,000.00
Student Management SW	$ 1,200.00
Advertisement	$ 550.00
Background Check Services	$ 580.00
Field Trips	$ 2,000.00
TOTAL BUDGET:	**$ 43,750.00**

RECEIVED

JAN 3 0 2025

CITY OF LAWTON
CITY CLERK'S OFFICE

YOUTH & FAMILY AFFAIRS COMMITTEE PROJECT FUNDING

Summer Youth Programs

HARVEST PLENTY
HOUSE OF PRAYER

Youth and Family Affairs Committee
Project Funding Application

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	Harvest Plenty House of Prayer Church	Years existing: 15	
Project/Program	Reading PLUS After-School Program	Program: New	
Director's Name	Jennette Hutchinson	Phone	(580) 647-2876
Application Lead	Jennette Hutchinson	Phone	(580) 647-2876
Website	harvestplentyhouseofprayer.com	Fax:	
Email	harvestplentyhop@gmail.com	# Employees:	
Physical Address	3826 SE Elmhurst Lane, Lawton, OK 73501		
Mailing Address	P.O. Box 841, Lawton, OK 73502		

Mission Statement:
The Reading PLUS After-School Program seeks to empower youth through the integration of STEM-based learning initiatives and literacy-based programs to cultivate a love of reading in students, by improving reading comprehension, fluency, and vocabulary while addressing potential literacy gaps.

SECTION B
CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

- ☐ Education for gang prevention/life skills
- ☐ Gang prevention
- ☐ Family basic needs
- ☒ After school/out of school skills program

☐Mentoring program
☐Parent/guardian workshop
☐Parent/youth activities
☐Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? $ 35,000.00

How will YFAC funding be used? Check if additional sheets are used ■

Category (Salaries, Supplies, etc.)	Amount
Curriculum/Salaries	$ 23,040.00
Materials & Supplies	$ 2,000.00
Equipment	$ 3,000.00
Printing/Supplies/Equipment	$ 1,800.00
Transportation	$ 2,560.00
Total (subtotal if using additional sheets)	$ 32,400.00

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal:
For the Reading PLUS After-School Program, STEM activities and or projects will be created that will evaluate and further develop each students' learning needs as it relates to the specific subject matters, science, technology engineering, math as well as reading and reading

Performance measure:

Educational curriculum is developed based on Oklahoma State Department of Education standards for K—12th grades. Test examination questions will be further derived from the Alpha Plus Testing model, which is also utilized by Lawton Public Schools and Bishop Public School. This initial assessment and post assessment provided instructors with a baseline score to ascertain the amount of improvement each student achieved toward the end of the year.

Data collection plan:
The following methods and or platforms were utilized to collect the necessary data that was previously mentioned: Student Management Software, Excel, Pretest/ Post-test Assessment Method.

Ultimate Outcome:

The ultimate goal of the program will be to provide assistance to students who struggle to keep up, as well as those who aren't challenged enough to excel. This after-school program aims to close gaps in students' learning and track students' educational progression, while exploring STEM-based initiatives throughout the school year. In addition to the proven educational impact, the program aims to develop and instill intrinsic values, such as confidence, self-motivation and intellectual curiosity into each student. This begins with establishing the student's interest in one or more STEM subject matters, including reading and reading comprehension. It is proven that students learn at an exponential rate, when engaged in projects and or experiments. This program incorporates these methods, in hopes to encourage and teach students on the components of STEM as well as the importance of reading comprehension.

Timeline:

The program's timeline consists of daily instruction that will improve reading fluency, enhance comprehension, build vocabulary, address individual needs while fostering a love for reading. The program aims to further excite and motivate students to engage in STEM activities and projects in preparation for this changing workforce. Students will also participate in FISTA events throughout the year.

Provide a schedule of activities.

The 3-hour program services students from Monday to Friday, 3:30 p.m. to 6:30 p.m. The daily schedule of activities are as follows:

3:30 p.m.— 4:00 p.m: Check-in/Snack
4:00 p.m.— 5:00 p.m. Reading
5:00 p.m.— 5:15 p.m: Restroom Break
5:15 p.m.— 6:15 p.m: STEM
6:15 p.m.— 6:30 p.m: Check-out

How long is this program expected to last? What measures will determine visibility?

The program will service students for 10 months, in accordance with the Lawton Public Schools' calendar beginning in August and ending in May.

What are your goals for years 2-6 & 7-10?

For this age range of students, the program aims to provide interactive learning that will improve students' reading, reading comprehension, as well as critical reading test scores. As a result, students will also gain reading self-efficacy as well as attain adequate knowledge in STEM-based subject matter that may better prepare them for continued education, thus decrease the overall school drop-out rate. This interactive learning includes, but is not limited to class discussion, educational videos, instructor-led experiments, and photographic displays.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

Harvest Plenty House of Prayer Church Private Donors The program aims to garner additional collaboration(s) with local businesses, education facilities, non-profit organizations, etc.

How many years has the program existed?

New program.

What is your proposed staff/volunteers:

Full Time Staff: 0	**Part Time Staff:** 5	**Volunteers:** 4

What is your projected number/percentage of low-income participants served?

80%

PROGRAM DEMOGRAPHICS

Existing Programs ONLY ☑ Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started: **Activities:**   **Accomplishments:**

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old:	**6-12 yrs. old:**	**13-18 yrs. old:**	**19+ yrs. old:**

What is the number of families served?

What was the total number of individuals served from the City of Lawton?

African American:	**Asian:**	**Alaskan:**
Caucasian:	**Hispanic:**	**Indigenous:**
Pacific Islander:	**Multiple:**	**Other:**
Male:	**Female:**	**Other: Self Designated:**

SUCCESS STORIES

Provide 3 success stories

Select One

Select One

Select One

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

Students will engage in both STEM-based activities and projects as well as develop strategies and tools to improve reading skills and reading comprehension. Without efficient reading levels, students will not be able to accomplish STEM-related activities. For this program, daily STEM activities and or projects will be created that evaluate and further develop each students' learning needs as it relates to the specific subject matters, science, technology engineering, math as well as reading and reading comprehension.

The program is significantly distinct due to the program's proprietary curriculum and its intensive focus on reading and reading comprehension, in addition to STEM education. Research has shown that the learning for Oklahoma students in nearly each grade was severely impacted amid the COVID-19 pandemic. For example, in 2021, assessments indicate that students in the third grade experienced the largest decline; 14% fewer students were proficient in both Math and English compared to two years prior. In 2020, exams were actually canceled due to the COVID-19 pandemic. These proficiency scores are vital as it relates to a student's learning. These scores indicate whether the student is on-track and is prepared for post-secondary education and or career employment upon graduation.

Explain the experience the staff/volunteers have to meet the needs of those to be served.

The program will recruit and retain staff members and volunteers who possess the necessary experience and/or skills to service those in need:

Director: Masters of Arts, Computer Resources & Information Management, Bachelors of Science, Computer Information Systems. Tenured experience in administration, supervising and managing personnel, as well as devising programmatic responses as it relates to the needs of those being served.

HR Director: Masters in Human Resources. Tenured experience in recruiting and personnel management.

Teacher(s): Oklahoma State Certified, Relevant work experience in education. Educational settings include Lawton Public Schools, current and/or retired.

Teacher Aide(s): At least 1 year of childcare experience.

Administrator: Relevant experience in providing clerical and administrative support.

Photographer/ Videographer: Relevant experience in processing images, utilizing editing techniques and operating photography equipment.

Dietary Aide(s): Food Handler's Permit Certified, at least 2 years of food preparation experience in commercial setting.

Driver: Commercial Driver's Licensed, and or Oklahoma Driver's Licensed

Custodian: Relevant experience in housekeeping and sanitary duties as needed.

Volunteer(s): At least 1 year of childcare experience.

All staff members and or volunteers are subject to the necessary background investigations and successful completion, in accordance with all applicable laws.

List and describe collaborations.

Non-Profits:
Harvest Plenty House of Prayer Church:
This church will extend aid such as: volunteer help, sponsoring tuition waivers, giving monetary donations and providing extensive prayer.

Private Donors: (Monetary Donations and/or Food Donations)

The program aims to garner additional collaboration(s) with local businesses, education facilities, non-profit organizations, etc.

How will the program limit access to Lawton and at-risk youth and their families?

The program was founded due to the Lawton community and the needs of its at-risk youth and their families. The program will address individual student needs by providing targeted interventions based on each student's unique strengths and weaknesses. In addition, collaboration with teachers and families will be done, as well as partnering with educators to align tutoring with classroom instruction and involve parents in supporting their child's reading development and invoke STEM interests. The program intends to embrace and provide an unique experience to these at-risk youth and their families while also showcasing the Lawton community and our local resources. The program empowers this population of students to attain an opportune outlook for their future, their community as well as the world. Through the lens of STEM, students learn universal disciplines that promote critical thinking and problem solving skills that at-risk youth within the Lawton community assuredly benefit from. There is also a vast need for a well-rounded, talented workforce in STEM related career fields. The program uniquely supports this common goal by diversifying access to STEM education with an emphasis on reading and reading comprehension for these at-risk youth.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Empowerment	7-Community values youth
Students are empowered when they feel that the community in which they reside have the goal to create and foster healthy productive citizens. The program seeks to collaborate with the community by cooperating with institutions, agencies and schools that have vested interest in their achievement and overall success for youth within the community. It is equally important that communities foster healthy, positive relationships not only with their families, but also with social supports such as teachers, school officials as well as community leaders.	

Support	8-Youth as resources
The program seeks to foster a social support system for students. It is vital that youth garner the social support of their parents and or caregivers, family and peers. Additionally, it is important for students to equally establish relationships with community leaders, school officials, and other capable mentors. The program recognizes and promotes the essential value that youth provide to the community. Students possess influential potential to positively contribute to a thriving community. However, a social support system is the foundation. The program's goal is to inspire and instill excellence in youth through STEM education with an emphasis on reading and reading comprehension.	
Boundaries/Expectations	18-Youth programs
The program seeks to encourage and foster a healthy sense of self among students by modeling positive and professional adult behavior. A goal is to create and promote responsible behavior by encouraging disciplined expectations among students. Additionally, the program aims to motivate students to professionally maximize their life experience and mature into the best representatives of themselves. The program desires for students to understand the importance of their behavior, as it relates to negative behavior, and how this may affect positive environments as well as their family, peer and community relationships within them.	
Constructive Time	9-Service to others
Although extracurricular activities are conducive to a student's overall development, the program aims to strongly incorporate volunteerism. Through volunteerism, students learn to appreciate the community, in which they live in. Students are able to build new skills, as well as discover future opportunities. Marian Wright Edelman once said, "Service is the rent one pays for living here on Earth." Since professional development is the cornerstone of this program, it is vital that students engage in service to others in hopes of becoming a well-rounded individual.	

EXTERNAL ASSETS

Commitment to learning	25-Reading for pleasure
Fostering a lifelong commitment to learning through positive encouragement is essential to academic achievement and motivation. Oklahoma students, in particular, continue to experience negative effects of the COVID-19 pandemic, such as the loss of instructional time and presence of interactive learning. The program's goal is to reignite this commitment to learning and reengage students by strategically combining STEM education with an emphasis on reading and reading comprehension.	
Positive identity	**37-Personal power**
It is clear that the COVID-19 pandemic globally had a significant and drastic effect on student learning. The program aims to re-establish shared social identity with the concept of increasing motivation to learn as through improved communication. The program recognizes the need to support students and instill personal power by rebuilding their sense of identity and belonging in their learning outcomes.	
Positive values	**21-Acheivement motivation**
When educating youth, there are clear variables that may lead to a lack of motivation. For example, the ever-changing dynamic of technology may negatively develop intrinsic and or extrinsic values among the youth. However, this program strategically incorporates technology alongside STEM education, in hopes to motivate students to value the importance of education and ultimately become independent learners. This is successfully accomplished by providing positive reinforcements through effective methods such as interactive learning, innovative STEM projects etc.	

Social competencies	33-Interpersonal competence

This program is dedicated to encouraging and developing the holistic student through interpersonal skills such as problem solving and effective communication. It is important for students to actively utilize these communication skills when resolving conflict, identifying emotions and feelings, as well as embracing cultural differences.

This program aims to support students in developing and displaying positive behavior within social interactions on a day-to-day basis. This is an immense benefit for at-risk youth, who may need assistance with these certain skills. The program intends to equip youth with the necessary tools when navigating peer pressure and understanding how to resolve conflict amicably and creatively with others.

Research has proven that youth are better apt to observe, learn and incorporate interpersonal skills than inherently have the ability to independently change their thinking patterns or emotions. These skills are initiated by education. This program values teaching these skills, in order for emotional regulation to develop and mature.

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET
Current program budget. Complete attached budget sheet. $ 43,750.00

List current funding sources Check if additional sheets are used

Category	Source	Amount
Curriculum/Salaries	YFAC Funding	$ 23,040.00
Printing/Supplies/Equipment	YFAC Funding	$ 1,800.00
Venue (Overhead Expenses & Utilites)	YFAC Funding	$ 2,600.00
Transportation	YFAC Funding	$ 2,560.00
Materials/Supplies/Storage	YFAC Funding	$ 2,000.00
Equipment	YFAC Funding	$ 3,000.00
Snacks	Agency/Organization Fundinc	$ 4,420.00
Background Check Services	Agency/Organization Fundinc	$ 580.00
Student Management SW	Other:	$ 1,200.00
Total (subtotal if using additional sheets)		$ 41,200.00

Use additional sheets if necessary.

Youth and Family Affairs Committee Application Checklist

☑	Completed Application
☑	Audited Financial Statement and Audit Report
☑	Most recent Tax Return Form 990
☑	Year to Date Financial Statement
☑	Agency Budget/Organization Operating Budget
☑	501(c)(3) Letter of Exempt Status (Yours or Your Sponsor Organization)
☑	Current Organizational By-Laws or Operating Agreement
☑	Current List of Board of Directors
☑	Has reviewed the sample Support Agreement and agrees to adhere to all of the conditions of said agreement
☐	Any additional comments or information you believe would assist YFAC in the review/evaluation process

NOTE: Complete application packets shall be submitted to the City Clerk's Office no later than 5pm on the last day of the application period.

1. Applications will be evaluated by YFAC
2. Site visit will be scheduled
3. YFAC will make a recommendation to the City Council regarding funding requests
4. City Council will approve/deny funding requests
5. City Clerk's office will be the point of contact for submitted reimbursement claims once an executed agreement is in place

Reading PLUS After-School Program Comprehensive Program Budget 2025

CATEGORY	AMOUNT
Curriculum/Salaries	$ 23,040.00
Venue (Overhead Expenses & Utilities)	$ 2,600.00
Printing/Supplies/Equipment	$ 1,800.00
Snacks	$ 4,420.00
Transportation	$ 2,560.00
Materials/Supplies/Storage	$ 2,000.00
Equipment	$ 3,000.00
Student Management SW	$ 1,200.00
Advertisement	$ 550.00
Background Check Services	$ 580.00
Field Trips	$ 2,000.00
TOTAL BUDGET:	**$ 43,750.00**

Harvest Plenty House of Prayer

Reading PLUS After-School Program

Funding Sources Breakdown 2025

CATEGORY	FUNDING SOURCE	AMOUNT
Snacks	Agency/Organization	$ 4,420.00
Background Check Services	Agency/Organization	$ 580.00
Student Management SW	Other	$ 1,200.00
Advertisement	Other	$ 550.00
Field Trips	Other	$ 2,000.00
Printing/Supplies/Equipment	YFAC Funding	$ 1,800.00
Curriculum/Salaries	YFAC Funding	$ 23,040.00
Venue (Overhead Expenses & Utilities)	YFAC Funding	$ 2,600.00
Transportation	YFAC Funding	$ 2,560.00
Materials/Supplies/Storage	YFAC Funding	$ 2,000.00
Equipment	YFAC Funding	$ 3,000.00
TOTAL BUDGET:		**$ 43,750.00**

United Way
of Southwest Oklahoma

Lawton Youth and Family Affairs Committee Project Funding Application

Completed Application

United Way
SUCCESS BY 6™

Youth and Family Affairs Committee
Project Funding Application

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	United Way of Southwest Oklahoma	Years existing: 3	
Project/Program	Family Empowerment Program	Program: Existing	
Director's Name	Alex Minter	Phone	580-355-0218
Application Lead	Alex Minter	Phone	580-355-0218
Website	uwswok.org	Fax:	
Email	Alex.Minter@uwswok.org	# Employees: 1 program employee	
Physical Address	1116 SW A Ave Lawton, OK 73502		
Mailing Address	PO Box 66 Lawton, OK 73502		

Mission Statement:
Through our mission, "Improve lives by mobilizing the caring power to help our community," the United Way of Southwest Oklahoma fights for the education, income stability, health, and basic needs of every person in Southwest Oklahoma.

SECTION B
CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

- [x] Education for gang prevention/life skills
- [ ] Gang prevention
- [x] Family basic needs
- [x] After school/out of school skills program

- Mentoring program
- Parent/guardian workshop
- Parent/youth activities
- Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? $ 35,000 of 90,046

How will YFAC funding be used? Check if additional sheets are used

Category (Salaries, Supplies, etc.)	Amount
Food and Beverage Associated Supplies	$ 7,500
Program Intern	$ 7,000
Incentives (Gift cards, school supplies, fidgets, etc)	$ 5,000
Reading Materials	$ 5,500
Training/Mileage	$ 5,000
Total (subtotal if using additional sheets)	$ 30,000

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal:
The Success By 6 Family Empowerment Program seeks to reduce adverse childhood experiences in underserved neighborhoods in the Lawton-Fort Sill community by providing opportunities for parents to gain fundamental tools for childhood development. We will provide program training to 250 parents in at-risk neighborhoods in Lawton in 2025.

Performance measure:
- Track program success through Resources Scoring Chart and HOPE Scales.
- Offer programs covering all eight dimensions of wellness: Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Social, and Spiritual.
- Offer programs at different locations and times - track attendance to determine best time of day
- Offer programs in Spanish to reach members of the ESL and Spanish speaking community.

Data collection plan:
UWSWOK collects data through resource assessments, individual reporting, adult and child hope scales, and attendance tracking. We will collect data throughout the year and provide data on access to resources, financial stability, and hope increases in the Lawton-Fort Sill community throughout the year.

Ultimate Outcome:

Our ultimate outcome is to help 250 families achieve stability by educating them on community resources, connecting them with partners who have existing programs for strengthening their job skills, reducing the social costs of generational poverty, and equipping them with knowledge of child development.

Through our teen courses, our ultimate outcome is for 75 young adults to enroll in college prepatory courses, apply to a college or trade school, and write a scholarship essay. Our program will equip teens with access to the technology and resources they need to complete scholarship applications to assist in affording higher education.

Timeline:

Data collection will take place throughout the year. Family Empowerment Program will host/cohost 75 events in FY26 and will collect data at a minimum of 50 of those events. Data will then be reported on quarterly (October 1, January 1, April 1, and July 1).

Provide a schedule of activities.

Our program provides a minimum of six community outreach events per month.

July: Navigating the WILD WEST of High School - emphasis on substance abuse (alcohol and drugs) and gang participation
August: Youth Series - College/trade school application tips, applying for scholarships, college admission essay editing
September: Parent Cafe - Let's Talk Teens: A Conversation on Healthy Relationships
October:
- Red Ribbon Week - School visits with Wichita Mountain Prevention Network
- Trunk or Treat - Partnering with Marie Detty and Family Promise to offer a safe trick-or-treating experience to youth

November: Youth Series - Career Series (inviting industry professionals to share about their chosen career and how to get there)
December: Parent Cafe - Fostering Hope for the Holidays
January: Mentoring Matters - Mentorship program with community leaders
February: Youth Series - What is Love, a course on healthy relationships and boundaries
March: Youth Series - Interpersonal skills training to help youth learn to resolve conflict
April: Financial Literacy Month - Youth Series - Financial Basics (Bank Accounts, Scholarships, Budgeting, Taxes, etc.)
May: Parent Cafe - Let's Talk Teens: A Conversation on Technology and Its Effects on Youth
June: Youth Series - I Graduated! Now What? - a course on what to expect in your first year after high school

How long is this program expected to last? What measures will determine visibility?

We wish to maintain the program indefinitely as the need continues to exist within our community and as funding is available. We have identified the evidence-based adult and child Hope scales as being a key in determining the program's continued viability.

What are your goals for years 2-6 & 7-10?

UWSWOK's Family Empowerment Program aspires to continue offering programs that meet the needs of our community through youth opportunities, access to community resources, education on income stability, and the promotion of a healthy community. Our goal is to increase the number of families we serve by 20% each year and to continue collecting data to show evidence of life change. We aim to reduce food insecurity by providing youth with free meals at each of our events so they can focus on receiving tutoring services, financial support for higher education, developing conflict resolution skills, and more. The program goals for years seven through ten are to continue to maintain and secure additional funding for future expansion into new neighborhoods and new curriculum materials for families. UWSWOK aims to impact over 1000 families by equipping youth with the information and resources they need to be successful in school, work, and life.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

UWSWOK's Family Empowerment Program receives funding through special designations made to the program through the annual UWSWOK campaign. The program also receives funding through Walmart Grants.

How many years has the program existed?

UWSWOK's Success By 6 program has been operating since 2000. In 2022, we recognized a need to expand programing to be more inclusive to families with older children. Since then, we have continued to expand programming to include families with children age birth through 18.

What is your proposed staff/volunteers:

Full Time Staff: 1	**Part Time Staff:** 0	**Volunteers:** 10

What is your projected number/percentage of low-income participants served?

90%

PROGRAM DEMOGRAPHICS

Existing Programs ONLY ☐ Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started:
Activities:

Success By 6's Family Empowerment Program is a new initiative of the already established Success By 6 programs. The Success By 6 Family Empowerment Program was established in March 2022 to provide parenting workshops to families with children 0-6 in the Lawton community. In FY25, UWSWOK took initiative to expand the program to offer services to teens. We have been collaborating with partners to appropriately engage teens in the program.

Accomplishments:

- 37% of families report debt reduction after attending our five-week financial workshop course.
- 1,000+ books distributed in last quarter (October-December 2024)
- Over 400 families connected with community resources

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old: 500	**6-12 yrs. old:** 200	**13-18 yrs. old:** 100	**19+ yrs. old:** 125

What is the number of families served? 400

What was the total number of individuals served from the City of Lawton?

African American: 210	**Asian:** 35	**Alaskan:** not reported
Caucasian: 400	**Hispanic:** 280	**Indigenous:** not reported
Pacific Islander: not reported	**Multiple:** not reported	**Other:** not reported
Male: data not collected	**Female:** data not collected	**Other: Self Designated:**

SUCCESS STORIES

Provide 3 success stories

Written by participant

Roxanne (previous program director) made me feel welcomed and safe. I trust you (Alex) with my kids and I know you take good care of them when I am in class. Since I started coming to classes, I have started helping at my 9-year-old's school and I have made friends who are able to help watch my kids instead of leaving them home by themselves while I go places. Having friends and neighbors for help has made it easier to keep my oldest out of trouble. You always say 'everyone needs friends and everyone needs help sometimes.' I used to think I should be embarrassed to ask for help but now I know it is better for me and my kids if I tell people what we need.

Written by program staff on behalf of participant

Amanda has been attending Family Empowerment Program events since October 2024. When she began attending, she noted on her participant survey she would like to learn about employment, budgeting, behavior of children, mental health, and parenting. During her course participation, Amanda reports accepting a part-time job, getting established with a mental health counselor, and feeling like a calmer parent. Amanda stated, 'I am less stressed out than I used to be, so now I can do more with the kids and help them with homework more. Man, 6th grade math is hard stuff. I used to think Jason was just complaining when he told me it was hard but when I look at it, sometimes I have to call in a favor from our friend Google... I guess what I am trying to say is, these classes have helped me listen to the kids instead of just getting frustrated with them.'

*Participant Name Changed for Privacy

Written by program staff on behalf of participant

Jason has been attending Family Empowerment Program for two years, and his wife began attending in August 2024 for the Financial Basics course UWSWOK offered in partnership with Banc First. Since the completion of the course, their family reports decreasing their debt, refinancing a vehicle for a lower interest rate, and receiving support from other community resources.

This is impactful because studies of family instability, which focus on some combination of changes in parents' income, residence, school, or relationship status, have found associations between such changes and more stress and less regular sleep for parents and less school engagement and more social-emotional problems for young people (e.g., Adam & Chase-Lansdale, 2002; Marcynyszyn, Evans, & Ecken-rode, 2008). Children experiencing repeated income changes during puberty or the transition to high school face instability at home which puts adolescents at greater risk for higher rates of disconnection from school, depression, criminal activity, and smoking (Fomby and Bosick 2013).

*Participant Name Changed for Privacy

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

While there are other programs operating within our footprint, United Way of Southwest Oklahoma's Family Empowerment Program strives to collaborate, not duplicate services. Through collaboration, organizations in our community can develop events to use as powerful tools for fostering stronger, more resilient families, leading to a thriving community in Lawton.

Explain the experience the staff/volunteers have to meet the needs of those to be served.

The Success By 6 Family Empowerment Program is directed by Alex Minter, a United Way of Southwest Oklahoma staff member with extensive background in working with children with adverse childhood experiences, childhood education, and family social services. She earned a Masters in Education with a focus on Curriculum Development from Oklahoma State University and uses this knowledge to shape the curriculum used when teaching parents and youth.

Alex is equipped with the skills to collect and deliver data responsibly - research background and completion of Social and Behavioral Responsible Conduct of Research course. She continues to grow her experience by attending trainings.

Program volunteers are members of the Lawton community who are professionals in health and human services, education, literacy, and social services or have retired from these fields. The program also invited industry professionals to discuss financial literacy, substance abuse, domestic violence, and more with the families we serve.

List and describe collaborations.

Wichita Mountain Prevention Network - UWSWOK partners with WMPN and the Comanche County Community Coalition on resource fairs, Red Ribbon Week

Comanche County Health Department - UWSWOK regularly partners with the CCHD to offer Parent Cafes, a community baby shower which reaches teen moms, parenting workshops, and more.

Marie Detty Youth and Family Services partners with us for our October Domestic Violence Parent Cafe and will facilitate classes for caregivers that will promote healthy parenting techniques for caregivers with children ages 0-5 years old.

City of Lawton Parks and Recreation Department - UWSWOK FEP events are often held at community centers which provide families a safe, convenient location with easy access to a bus stop.

Other Collaborations: Fit Kids of Southwest Oklahoma, Volunteers of America, Lawton Public Library, Great Plains Childcare Resource and Referral, HOPE Driven Coaching and more. We believe our community is strengthened by partnering together!

How will the program limit access to Lawton and at-risk youth and their families?

Our target population is families that reside in low-income, low-educational-attainment, high-poverty, and high-crime neighborhoods in Lawton, Oklahoma. We maximize participation of our target population by hosting events in their neighborhoods, collaborating with organizations and businesses they frequently visit, and by offering incentives that specifically target their demographic.

What makes the Success By 6 Family Empowerment Program so important to the Lawton community is that we meet families where they are, in the neighborhoods they reside, and provide them with training and knowledge to set and achieve goals. The program will play a critical role in building relationships in parts of our community that otherwise go unserved or under served.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Support	2-Positive family communication

UWSWOK's Family Empowerment Program is dedicated to creating transformative change through the development of conversations that nurture the spirit of family, promote well-being, and prevent violence. We do this by partnering with Be Strong Families, the OK Department of Health, and the Oklahoma Commission on Children and Youth to offer engaging Parent Cafes in Lawton. Cafes feature conversations on parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and the social and emotional competence of children.

During Cafes, we foster communication between parents and caregivers to allow them to support one another, find camaraderie in the challenges they experience while raising young adults, and connect them to community resources. When parents are given a supportive environment to share their experiences, they are able to provide higher levels of love and support to youth at home.

When parents develop an understanding of how communication impacts the social and emotional competence of their children, they begin to communicate more positively with their young person. This improves trust in their relationship, leading a young person to feel more comfortable seeking advice and counsel from their parent.

Empowerment	10-Safety

UWSWOK believes young people should feel safe at home, at school, and in their neighborhood. Families attending FEP sessions are provided an opportunity to build relationships and trust with one another, creating a more supportive environment that works to ensure youth safety. We will also create opportunities for youth to be involved participants during sessions to create positive community experiences. The Success By 6 Family Empowerment Program will measure outcomes of safety by utilizing the adult and child hope scales with the goal to increase the scores on each scale.

Boundaries/Expectations	14-Adult role models

Young people are heavily influenced by the adults around them. Family Empowerment Program is designed to equip parents with the knowledge and resources they need to be a good parent and healthy role model for their children. Utilizing a group structure allows parents to form healthy relationships with one another and learn skills to develop as a role model for their children and their friends.

During our teen series events, industry experts such as college admissions counselors, bankers, and counselors will invest in teens on a variety of topics. Inviting these adults to our teen series events will give participants positive adult role models in our community.

Constructive Time	18-Youth programs

This asset is described as a young person spending three or more hours per week in the community. UWSWOK's FEP strives to provide a minimum of one two-hour event per week where families can interact with one another, build community through eating, and develop a skill set or passion.

During our events, food is provided to decrease the barrier of food insecurity and to incentivize youth to attend the programs. Our programing includes creative arts activities, education on healthy relationships, team-building activities, simulations, and more. We host a lot of these activities at community centers to provide youth and their families information about other activities they can attend! By providing a variety of programs, we are able to encourage youth to continue attending events and spend 3+ hours in their community.

EXTERNAL ASSETS

Commitment to learning	25-Reading for pleasure
UWSWOK offers an incentivized youth summer reading program where young people are encouraged to read books on topics they are interested in. We provide free books to youth when they sign up, educate participants on obtaining a Lawton Public Library card to check out books at no cost, and promote a teen book club! According to the 40 Developmental Assets, a young person should read for pleasure three or more hours per week. To promote the achievement of this goal, UWSWOK encourages people to consider reading graphic novels, online blogs, inspirational posts on social media, and more. We believe recognizing the barriers youth may face in obtaining books and working with community partners to develop dynamic reading programs that break down these barriers are vital to helping youth achieve these goals.	
Positive values	**31-Restraint**
In FY26, UWSWOK FEP plans to partner with the Comanche County Health Department to provide youth education on alcohol, drugs, and sexual activity. During these activities, youth will be educated on what to do when their friends are harming themselves or others by participating in dangerous activities, the effects these activities can have on individuals, and how to say no to peer influence. In July 2025, United Way will provide a class for parents and teens on 'Navigating the WILD WEST of High School.' This class has an emphasis on substance abuse and gang participation. Parents will be equipped with physical resources to assist in keeping alcohol and drugs stored safely away from their children. They will be educated on how to have informed conversations with their children that foster open communication.	
Social competencies	**36-Peaceful conflict resolution**
In FY26, UWSWOK will have a variety of youth series to provide meaningful, engaging, educational events to youth. In March, our youth series focus is on interpersonal skills training to help youth learn to resolve conflict.	

Positive identity	40-Positive view of personal future

UWSWOK believes in promoting personal growth opportunities to help youth create a positive view of their future. A minimum of once per quarter, youth and their caregivers are provided opportunities to learn about preparation for the future. This can include preparing for college, the workplace, filing taxes, opening a bank account, and more. By equipping young people and their caretakers with information about future decisions, they can feel empowered to make the best decisions for their personal needs.

August: Youth Series - College/trade school application tips, applying for scholarships, college admission essay editing
November: Youth Series - Career Series (inviting industry professionals to share about their chosen career and how to get there)
January: Mentoring Matters - Mentorship program with community leaders
April: Financial Literacy Month - Youth Series - Financial Basics (Bank Accounts, Scholarships, Budgeting, Taxes, etc.)
June: Youth Series - I Graduated! Now What? - a course on what to expect in your first year after high school

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET
Current program budget. Complete attached budget sheet. $ 80,186.22

List current funding sources Check if additional sheets are used

Category	Source	Amount
Employee Salary	Agency/Organization Fund	$ 40,000
Employee Benefits	Agency/Organization Fund	$ 6,896.22
Reading Materials	Other:	$ 10,000
Food & Beverage	Agency/Organization Fund	$ 6,000
Event Supplies	Agency/Organization Fund	$ 5,000
Gift Card Incentives	Agency/Organization Fund	$ 11,000
Public Awareness	Agency/Organization Fund	$ 800
Training	Agency/Organization Fund	$ 500
	Agency/Organization Fund	$
Total (subtotal if using additional sheets)		$ 80,186.22

Use additional sheets if necessary.

United Way
of Southwest Oklahoma

Lawton Youth and Family Affairs Committee Project Funding Application

Agency Budget/Organization Operating Budget

United Way
SUCCESS BY 6™

	FYE 2022 Actual as of 6/30/22	FYE 2023 Actual as of 6/30/23	FYE 2024 Actual as of 5/31/24	Estimate End of Year 6/30/24	FYE 25 Draft	NOTES
CONTRIBUTION INCOME	$ 1,093,306.45	$ 1,002,846.57	$ 1,032,608.70	$ 1,032,667.64	$ 1,191,850.09	
INTEREST INCOME	$ 5,531.54	$ 9,884.30	$ 9,443.63	$ 9,443.63	$ 10,000.00	
DIV & INT INCOME - Woodbury/Osaic	$ 22,345.91	$ 18,107.07	$ 13,595.22	$ 13,595.22	$ 15,000.00	
REV-DESIGN ADMIN FEES	$ 4,183.60	$ 4,581.87	$ 4,581.87	$ 4,581.87	$ 5,196.89	non-member desig. Fees
FUNDRAISING INCOME-KICKOFF	$ 300.00	$ 29,332.45	$ 32,715.36	$ 32,715.36	$ 32,000.00	
FUNDRAISING INC-GOLF SPONSOR	$ 4,014.36	$ 2,404.22	$ 2,597.27	$ 2,597.27	$ 3,500.00	
RENTAL INCOME	$ 39,400.00	$ 44,800.00	$ 41,600.00	$ 41,600.00	$ 45,600.00	
SB6 DESIGNATIONS + MISC.	$ 6,461.04	$ 7,673.08	$ 31,528.12	$ 31,528.12	$ 30,131.39	
SB6 GRANT INCOME	$ 10,000.00	$ 12,000.00	$ 4,000.00	$ 4,000.00	$ 6,000.00	
LCF DISTRIBUTION INCOME	$ 25,000.00	$ 30,000.00	$ 29,164.00	$ 29,164.00	$ 30,000.00	
TOTAL REVENUE	$ 1,210,542.90	$ 1,161,629.56	$ 1,201,834.17	$ 1,201,893.11	$ 1,369,278.37	
AS YMCA	$ 14,832.00	$ 6,687.68	$ 656.60	$ 656.60	$ 1,632.00	Designations Only
BOY SCOUTS	$ 30,000.00	$ 33,000.00	$ 18,333.34	$ 20,000.00	$ 14,000.00	
C CARTER CRANE	$ 80,000.00	$ 90,000.00	$ 73,333.34	$ 80,000.00	$ 4,818.87	
CASA OF SW OK	$ 24,500.00	$ 40,000.00	$ 36,666.67	$ 40,000.00	$ 40,000.00	
CATHOLIC CHARITIES	$ 20,000.00	$ 22,125.00	$ 15,583.33	$ 17,000.00	$ 18,000.00	
CENTER FOR CREATIVE LIVING	$ 80,000.00	$ 98,000.00	$ 91,666.67	$ 100,000.00	$ 81,020.00	
CHRISTIAN FAMILY COUNSELING	$ 36,000.00	$ 40,000.00	$ 32,083.34	$ 35,000.00	$ 38,800.00	
FAMILY PROMISE LAWTON	$ 29,950.00	$ 33,275.25	$ 11,000.00	$ 12,000.00	$ 32,000.00	
GIRL SCOUTS	$ 9,000.00	$ 12,450.00	$ 6,875.00	$ 7,500.00	$ 8,000.00	
HEARTS THAT CARE CLINIC	$ 47,000.00	$ 35,000.00	$ 45,375.00	$ 49,500.00	$ 52,000.00	
LAWTON FAMILY YMCA	$ 4,056.46	$ 1,782.60	$ 1,687.72	$ 1,687.72	$ 1,149.73	Designations Only
LAWTON FOOD BANK	$ 97,000.00	$ 86,166.00	$ 68,750.00	$ 75,000.00	$ 78,000.00	
LEGAL AID	$ 11,000.00	$ 12,480.00	$ 9,166.67	$ 10,000.00	$ 163.40	Designations Only
MARIE DETTY	$ 115,595.00	$ 151,000.00	$ 132,916.67	$ 145,000.00	$ 135,000.00	
MIGHT	$ -	$ -	$ -	$ -	$ 66,375.00	
PARKINSON'S FOUNDATION	$ -	$ 10,642.00	$ 3,352.25	$ 3,657.00	$ 3,003.00	
SALVATION ARMY	$ 105,775.00	$ 66,600.00	$ 84,333.34	$ 92,000.00	$ 105,000.00	
TEEN COURT	$ 43,350.00	$ 44,000.00	$ 47,666.67	$ 52,000.00	$ 55,000.00	
VARIETY CARE	$ -	$ 520.00	$ -	$ -	$ -	
NON MEMBERS + STATE CAMP. (- Fees)	$ 24,230.97	$ 22,628.07	$ 20,114.33	$ 20,114.33	$ 21,748.71	$26,945.60 - $5,196.89
TOTAL AGENCY ALLOCATIONS	$ 757,457.43	$ 806,356.60	$ 699,560.94	$ 761,115.65	$ 755,710.71	
GROSS PROFIT	$ 453,085.47	$ 355,272.96	$ 502,273.23	$ 440,777.46	$ 613,567.66	
SALARIES & WAGES EXPENSES	$ 216,302.40	$ 224,500.35	$ 250,394.14	$ 267,225.74	$ 267,000.00	
PAYROLL TAX EXPENSE	$ 16,442.17	$ 16,746.86	$ 18,701.02	$ 20,925.00	$ 20,500.00	7.65%
TAXES-UNEMPLOYMENT	$ -	$ -				
EMPLOYEE INSURANCE EXPENSE	$ 26,795.61	$ 29,368.82	$ 38,650.97	$ 41,230.70	$ 35,000.00	
EMPLOYEE PENSION EXP (TDA)	$ 11,170.88	$ 12,823.14	$ 14,059.01	$ 15,410.70	$ 16,020.00	6%
AWARDS EXPENSE	$ 619.27	$ 667.77	$ 1,056.11	$ 1,157.81	$ 1,000.00	
BANK CHARGES & CC FEES	$ 2,653.25	$ 3,072.66	$ 3,854.45	$ 4,054.45	$ 4,000.00	
INSURANCE EXPENSE	$ 10,304.76	$ 13,783.62	$ 10,599.45	$ 12,976.69	$ 20,000.00	
OFFICE SUPPLIES EXPENSE	$ 2,247.95	$ 3,144.29	$ 2,441.01	$ 2,493.00	$ 3,500.00	
MEMBERSHIP & SUBSCRIPTIONS	$ 3,852.88	$ 3,820.89	$ 2,148.90	$ 2,801.89	$ 5,400.00	combined org. dues and mem & subs
POSTAGE EXPENSE	$ 1,706.03	$ 2,015.76	$ 998.00	$ 1,298.50	$ 2,500.00	
PUBLIC AWARENESS	$ 4,695.94	$ 4,669.49	$ 2,628.82	$ 2,628.82	$ 5,000.00	
AUDIT EXPENSE	$ 22,000.00	$ 22,250.00	$ 22,250.00	$ 22,250.00	$ 22,250.00	Audit $19,000; 990 $3,250
PROFESSIONAL FEES	$ 17,377.97	$ 17,191.00	$ 17,675.75	$ 18,875.75	$ 18,500.00	

REPAIRS & MAINTENANCE	$ 8,424.47	$ 13,037.06	$ 32,162.26	$ 32,162.26	$ 10,000.00	storm repair will move to building exp
LEASE EXPENSE	$ 3,256.75	$ 3,627.28	$ 4,030.05	$ 4,030.05	$ 3,500.00	
TELEPHONE EXPENSE	$ 3,807.43	$ 4,050.84	$ 6,309.64	$ 6,517.69	$ 7,300.00	Broadvoice increase + phone reimb.
TRAVEL	$ 705.63	$ 851.66	$ (1,406.32)	$ 613.84	$ 3,000.00	April - Lauren's UWW event reimb.
UNITED WAY DUES EXPENSE	$ 13,540.85	$ 13,543.11	$ 12,330.50	$ 12,330.50	$ 13,000.00	
CAMPAIGN SUPPLIES EXPENSE	$ 5,484.89	$ 5,360.53	$ 5,382.04	$ 5,382.04	$ 6,000.00	
UTILITIES	$ 8,205.33	$ 10,922.23	$ 9,403.77	$ 10,110.00	$ 11,350.00	
STAFF & VOLUNTEER TRAINING	$ 578.66	$ -	$ 885.84	$ 885.84	$ 4,000.00	Training & Conferences
BUILDING EXPENSE	$ 6,795.50	$ 11,721.37	$ 2,465.85		$ 5,000.00	
INTEREST EXPENSE	$ 259.17	$ -	$ 113.14			
SUCCESS BY SIX EXPENSE	$ 2,831.65	$ 21,097.98	$ 12,667.10	$ 15,000.00	$ 25,000.00	
SPECIAL EVENT EXPENSE	$ 1,182.39	$ 409.32	$ 2,201.94	$ 2,201.94	$ 2,500.00	
FUNDRAISING EXPENSE - KICKOFF	$ 300.00	$ 29,332.45	$ 32,715.36	$ 32,715.36	$ 32,000.00	
FUNDRAISING EXPENSE - GOLF TOURNEY	$ 4,014.36	$ 2,404.22	$ 2,597.27	$ 2,597.27	$ 3,500.00	
DEPRECIATION EXPENSE	$ 12,420.08	$ 12,865.08	$ 12,060.20	$ 13,156.58	$ 13,000.00	
MANAGEMENT FEES-Woodbury	$ 1,920.20	$ 2,323.21	$ 2,452.63	$ 2,452.63	$ 3,000.00	quarterly fees
TOTAL OPERATING EXPENSES	**$ 409,896.47**	**$ 485,600.99**	**$ 521,828.90**	**$ 553,485.05**	**$ 562,820.00**	
BAD DEBT EXPENSE (8%)	$ 39,805.99	$ 51,767.86	$ 84,165.32	$ 84,165.32	$ 95,348.01	unfulfilled pledges
FIXED ASSETS PURCHASED EXPENSE	$ -	$ -	$ -	$ -	$ 1,000.00	

City of Lawton

Youth and Family Affairs Committee
Project Funding Application

YFAC
Youth & Family Affairs Committee

This grant application is for Youth Programs that will take place during the FY25-26 budget year (July 1, 2025-June 30, 2026)

SECTION A

Agency	Last Frontier Council-Scouting America	Years existing: 114	
Project/Program	Comprehensive Youth Development	Program: Existing	
Director's Name	Jeff Woolsey	Phone	405-840-1114
Application Lead	Sarah Spinks	Phone	405-479-9054
Website	www.scoutingrocks.tv	Fax:	N/A
Email	sarah.spinks@scouting.org	# Employees: 33	
Physical Address	620 NW Cache Road, Lawton, OK 73507		
Mailing Address	3031 NW 64th Street, Oklahoma City, OK 73116		

Mission Statement:
The mission of Scouting America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law. The goal of the Last Frontier Council is to ensure that every youth can participate in a quality Scouting program regardless of their family's financial or other barriers.

RECEIVED
JAN 31 2025
CITY OF LAWTON
CITY CLERK'S OFFICE

SECTION B
CHECK ALL THAT BEST DESCRIBES YOUR PROGRAM/PROJECT

- ☐ Education for gang prevention/life skills
- ☐ Gang prevention
- ☐ Family basic needs
- ■ After school/out of school skills program

☐Mentoring program
☐Parent/guardian workshop
☐Parent/youth activities
☐Basic Needs - providing, linking, and or referring (ie. Food shelter, resources)

What is the total funding requested? | $ $64,008 |

How will YFAC funding be used? Check if additional sheets are used

Category (Salaries, Supplies, etc.)	**Amount**
Awards and rank advancements	$ 6,000
Youth Registration	$ 18,000
Pack/Troop Charter Fees	$ $200
Staff Compensation	$ $29,808
Program Supplies	$ $10,000
Total (subtotal if using additional sheets)	$ $64,008

SECTION C: SUSTAINABILITY

PROGRAM BASICS: SUSTAINABILITY

Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant and time-bound). List by each goal.

Goal:

85% of parents report moderate or significant positive change in their youth's self-reliance, service to others, and ability to work in a team

Performance measure:

A survey is sent to parents, volunteers and teachers annually to measure success

Data collection plan:

An electronic survey is sent out to all registered adults via email. The survey is also pushed out on social media channels.

Ultimate Outcome:

Achieve positive change in self-reliance, service to others and ability to work in a team in all registered youth.

Timeline:

The survey is sent out in January.

Provide a schedule of activities.

Jan. 13 - May 23, 2025 - Weekly 1-hour long Scout Meetings
June 2 - July 18, 2025 - Various Summer Camp, Day Camps available
Aug. 18 - Dec. 19, 2025 - Weekly 1-hour long Scout Meetings

Activities will include, but are not limited to, the following:
- Citizenship activities with flag folding, service projects, etc.
- Outdoor experiences with hiking, collaborative games and game building that is designed to instill teamwork and critical thinking.
- Personal Safety education through building our own miniature first aide kits, education on how to use those items, and how to keep ourselves healthy through proper diet and sleep schedules as well as exercise.

How long is this program expected to last? What measures will determine visibility?

Year Round. Visibility will be determined by Scout Uniforms or clothing with scouting logos at meetings and outings, participation in community activities, and promotion of scouting in the community.

What are your goals for years 2-6 & 7-10?

7-10 years.

SECTION D: PROGRAM BASICS

Has the program received funding from other resources? From Whom?

Yes, our comprehensive youth development program receives funding from our donor giving campaign, products sales, and program fee collections.

How many years has the program existed?

114

What is your proposed staff/volunteers:

Full Time Staff: 9	**Part Time Staff:**	**Volunteers:** 200

What is your projected number/percentage of low-income participants served?

600

PROGRAM DEMOGRAPHICS

Existing Programs ONLY ☐ Check if New Program and Not Applicable

Describe program background to include year started, activities and accomplishments.

Year Started: 1910
Activities:
In Cub Scouts (K-5th) A family-oriented program for parents and children to learn and interact together through fun activities and service projects. Cub Scouts begin to learn about their communities through field trips, community service projects, and learning how to perform flag ceremonies and other tasks designed to teach them the value of leadership and teamwork. They are encouraged to work hard in school and learn how to resolve conflict without the use of violence. A link is established between having fun and achieving a goal.

Accomplishments:
- In 2023, 689 Scouts in Southwest Oklahoma recorded 4,769 service hours in Southwest Oklahoma.
- Scouting for Food gathered over 22.280 pounds of food that stayed in Southwest Oklahoma through donations to local food panties including the Lawton Food Bank and Chickasha Food Pantry.
- 179 Cub Scout ranks and 697 Merit badges were earned last year, along with 14 Eagle Scout ranks awarded.

Number of unduplicated individuals served last year/last time program was active:

0-5 yrs. old: 0	**6-12 yrs. old:** 517	**13-18 yrs. old:** 283	**19+ yrs. old:**

What is the number of families served? 689

What was the total number of individuals served from the City of Lawton?

African American:32	**Asian:**8	**Alaskan:**0
Caucasian:377	**Hispanic:**61	**Indigenous:**25
Pacific Islander:2	**Multiple:**150	**Other:**34
Male:	**Female:**	**Other: Self Designated:**

SUCCESS STORIES

Provide 3 success stories

Written by participant

My name is Bryce Austin Mosley and I have been in Scouting for about ten years now. In this paper I will share with you how Scouting has changed me and my life.

Scouting has allowed me to grow as a leader through experiences such as NYLT (National Youth Leadership Training), NAYLE (National Advanced Youth Leadership Experience), and the OA. With the skills I have learned as a leader, I can effectively solve problems and lead others in my troop and in other day-to-day activities.

When I first joined Scouts, I was very shy and closed off. Since then, Scouts has given me the chance to open up and be myself. I have had the opportunity to learn valuable communication skills, with these I have made many lifelong friends and even consider some of those friends more like family.

Scouts has also given me the chance to explore my interest by doing merit badges and camping. Scouting has changed my life in so many ways, not just the ones listed here. I will continue to look forward to what comes next.

Written by participant

Hello, my name is Annabell. I have been in scouts for five years and I would like to share with you how scouting has changed my life.

Scouts has provided me with a lot of confidence I didn't have before. I am more confident in taking on leadership roles, public speaking, making decisions, and much more. I am very glad to have gained the confidence to try new things that are outside of my comfort zone.

Scouts has also given me valuable leadership skills I will never forget. Now I have leadership skills that help me with resolving conflicts, planning, achieving goals, and making sure everyone is included. I learned these skills and more at NYLT (National Youth Leadership Training) .

Another way that Scouts changed my life is with experiences. I have gone through some exciting and once in a lifetime experiences. My favorites so far being NYLT, National Jamboree, and my OA Ordeal. I know I'm excited for the year and its upcoming experiences such as NAYLE Conclave, Staffing NYLT, and my Brotherhood ceremony for the OA. I will have a lot of fundraising to do but it will be worth it!

Written by participant

My name is Adisyn and I joined Scouts as a bear in Cubs. After Cub Scouts I crossed over to Troop 4434. Until a girl Troop could be established. I am now a member of Troop 9434. And am currently a first class Scout. Scouting has taught me important life skills, lessons in safety, public speaking and how to survive in the wilderness. I've made new friends and gone on some exciting trips. Scouting has changed my life by giving me confidence. As it has taught me how to be prepared for when I am an adult in leadership and life management.

Existing and New Programs

If there are similar programs in Lawton, describe how the program/project is significant and different.

No other agency provides character development, leadership training and teaches service to others like Scouting America. There are a few other agencies supplying broad youth development programs, such as Girl Scouts and the YMCA. Like Scouting, the missions of these agencies include youth development, but the aims and methods of each organization differ. In the programs of the Scouting America, each campout, merit badge and service project is done with the purpose of teaching youth that being morally accountable and living up to the expectations of the Scout Oath and Law are not burdens, but fun and rewarding. Scouts learn that they will be expected to be the kind of adults who can be trusted.

Factors differentiating us are:

- A full-family program that strives for multi-generational involvement
- Low barriers to our program: we are available in all neighborhoods, regardless of geographic location or economic status
- Prevalence of outdoor activities
- Youth-led program with extensive leadership development
- Team development/team building
- Retention of youth in our program, as referenced by the high number of Scouts earning the rank of Eagle each year
- Sparse number of staff supporting our immense army of volunteers

Explain the experience the staff/volunteers have to meet the needs of those to be served.

Scouting is a full-family program impacting the community far beyond the youth we serve. Not only are the youth in Scouting affected, but their parents and leaders benefit from the education and character development our program provides.

Scouting America's Youth Development Program prepares youth to make ethical choices over their lifetime. Program membership is open to all youth ages 6-20. The pogram is delivered through tightly knit, neighborhood-based groups, such as Cub Scout Packs, Scouts BSA Troops, and Venturing Crews. Scouts in these groups engage in a variety of activities designed to address their physical, mental, and spiritual needs. Camping, hiking, survival skills, and a variety of outdoor education programs teach them how to be resourceful and maintain healthy lifestyles. Earning rank advancements, awards and merit badges provide Scouts a tangible way to see how service projects and other activities translate into development of new skills, self-reliance, initiative, and moral accountability.

National studies suggest that youth participation in Scouting can have profound implications on their future. In a study conducted by Tufts University, 1,800 Cub Scouts and 400 non-Scouts were surveyed over a three-year period. At the beginning, there were no significant differences between the Scouts and non-Scouts. After 2.5 years of research, Cub Scouts reported significant increases in cheerfulness, helpfulness, kindness, obedience, trustworthiness and hopeful future expectations. There were no significant increases reported among non-Scouts.

List and describe collaborations.

Scouting America makes Scouting available to youth by chartering community partners to organize and operate Cub Scout packs, Scouts BSA troops, Venturing crews and Sea Scout ships. These chartered organizations manage the units and control the program of activities to support their goals and objectives. Within the boundaries of UWSWOK, we partner with over 25 schools, churches, groups, and civic organizations. In addition, we partner with school districts in the communities we serve, who allow us access to their student populations each year for recruitment into the program.

How will the program limit access to Lawton and at-risk youth and their families?

The program will only be offered in selected Lawton elementary schools.

PROGRAM EFFECTIVENESS

All programs must align with at least one building block for healthy development listed in the Search Institute of America's 40 Developmental Assets. Select one from each of the 4 categories for both Internal and External for a total of 8 selections. Describe how they line up with the program/project.

INTERNAL ASSET

Support	3-Other adult relationships
In areas that are economically depressed and have high numbers of single-parent families, the traditional model of Scouting is not as effective. This model typically occurs at a church or private home and is led by a volunteer, typically a parent. In the communities we have described, transportation and parent involvement are often not available. Because of these challenges, we have developed a model for after-school programs. In this model, a Program Aide is responsible for weekly meetings and activity coordination. This enables us to bring Scouting to specifically targeted schools and neighborhoods that have struggled to find enough volunteer leadership to deliver the program.	

Empowerment	9-Service to others
Throughout the history of Scouting America, you will find a continuing theme of service to others. That concept has been carefully baked into our DNA for a number of reasons. First and foremost, we seek to instill in young people the concept that service to others – without expectation of reward – is part of being a good citizen. Through Eagle Scout service projects, Scouting for Food and numerous other activities, Scouting makes a remarkable impact on the communities we serve.	

Support	14-Adult role models
Each Scout Pack or Troop is guided by a Scoutmaster who is the adult responsible for working directly with the Scouts providing direction, coaching, and support. The Scoutmaster has three basic roles: providing the junior leaders with the tools and skills so they can run the troop, making sure the rules of the BSA and chartered partner are followed and being a good mentor and positive role model	

Constructive Time	18-Youth programs
Scout attendance at weekly meetings and participation in outdoor coordinated activities are tracked and reviewed. Program Advancements, such as merit badges and rank advancements, are measured monthly to ensure the program is functioning per the program guide. These advancement reports, coupled with survey results from parents, teachers, and volunteers help measure that the program is on course. Our volunteer leadership, supported by staff, can use this information to make course corrections as needed. There is continual communication through the ranks of our program including weekly meetings and conference calls, monthly evaluations, visits to Packs and Troops by volunteers and staff. Volunteers and staff meet regularly to discuss the council's activities, training and service. In these meetings, any opportunities for program revisions are identified and addressed.	

EXTERNAL ASSETS

Commitment to learning	21-Acheivement motivation
Each Cub Scout progresses with knowledge on the advancement trail. On the advancement trail, a Cub Scout progresses towards a badge of rank based on their grade. Each of the ranks in Cub Scouting has its own requirements that are age appropriate. As a Cub Scout advances through the ranks, the requirements get more challenging, to match the new skills and abilities they have learned.	
Positive values	**29-Honesty**
Scouting has concise and universal ideals that are applied in all aspects of our program. The Scout Oath and Law provide guidelines for doing the right thing. Every member renews their dedication to these ideals at the beginning of every meeting, every week. The Scout Oath teaches Scout's honor, doing their best, duty to self and others, making the world better by helping others, taking care of one's self, continual personal development, and respect. The Scout Law, "A Scout is Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean and Reverent", lays out twelve points that will lead Scouts toward the right thing each time they face a challenge. Through the Scout Slogan, Scouts are taught to "Do a Good Turn Daily", which means doing something to help others without expecting anything in return.	
Social competencies	**35-Resistance skills**
Scouting America is committed to creating safe environments for Scouts and leaders. Child abuse is an uncomfortable topic but an important one for us to cover to ensure the safety and well-being of our Scouts. Scouting America has partnered with subject-matter experts from the Barbara Sinatra Children's Center Foundation to present the "Protect Yourself Rules" that help children recognize, respond to, and report abuse.	

Positive identity	40-Positive view of personal future
National studies suggest that youth participation in Scouting can have profound implications on their future. In a study conducted by Tuft University, 1,800 Cub Scouts and 400 non-Scouts were surveyed over a three-year period. At the beginning, there were no significant differences between the Scouts and non-Scouts. After 2.5 years of research, Cub Scouts reported significant increases in cheerfulness, helpfulness, kindness, obedience, trustworthiness and hopeful future expectations. There were no significant increases reported among non-Scouts.	

Attach additional pages as needed. Check if additional sheets are used

PROGRAM BUDGET

Current program budget. Complete attached budget sheet. $ $64,008

List current funding sources Check if additional sheets are used

Category	Source	Amount
Awards and Advancements	YFAC Funding	$ 6,000
Registration	YFAC Funding	$ 18,000
Charter Fees	YFAC Funding	$ 200
Salaries, Benefits and Taxes	YFAC Funding	$ 29,808
Supplies	YFAC Funding	$ 10,000
	Select One	$
	Select One	$
	Select One	$
	Select One	$
Total (subtotal if using additional sheets)		$ 64,008

Use additional sheets if necessary.

Youth and Family Affairs Committee Application Checklist

☑	Completed Application
☑	Audited Financial Statement and Audit Report
☑	Most recent Tax Return Form 990
☑	Year to Date Financial Statement
☑	Agency Budget/Organization Operating Budget
☑	501(c)(3) Letter of Exempt Status (Yours or Your Sponsor Organization)
☑	Current Organizational By-Laws or Operating Agreement
☑	Current List of Board of Directors
☑	Has reviewed the sample Support Agreement and agrees to adhere to all of the conditions of said agreement
☑	Any additional comments or information you believe would assist YFAC in the review/evaluation process

NOTE: Complete application packets shall be submitted to the City Clerk's Office no later than 5pm on the last day of the application period.

1. Applications will be evaluated by YFAC
2. Site visit will be scheduled
3. YFAC will make a recommendation to the City Council regarding funding requests
4. City Council will approve/deny funding requests
5. City Clerk's office will be the point of contact for submitted reimbursement claims once an executed agreement is in place

Boy Scouts of America | 2025 Opertaing Budget | Last Frontier Council

Revenue	
United Way	$ 473,996.00
Contributions	$ 641,500.00
Special Event and Fundraisers	$ 742,648.00
Legacies and Bequests	$ -
Foundation Income	$ 431,000.00
Agency Aux and Clubs	$ -
Allocation by Un-Associated funraising orgs	$ -
Fees and Grants from Gov't	$ -
Membership Dues	$ -
Program Fees	$ 599,965.00
Sales to Public	$ 359,500.00
Investment Income	$ 5,000.00
Misc. Revenue	$ -
Other	$ 516,200.00
Other	$ -
Other	$ -
TOTAL REVENUE	**$ 3,769,809.00**

Expenses	
Salaries and Wages	$ 1,737,592.00
Employee Benefits	$ 377,592.00
Payroll Taxes	$ 165,091.00
PAYROLL SUBTOTAL	**$ 2,280,275.00**
Professional Fees	$ 31,800.00
Supplies	$ 306,850.00
Telephone	$ 52,450.00
Postage	$ 12,145.00
Occupancy	$ 263,890.00
Outside Printing	$ 66,685.00
Transportation	$ 141,755.00
Conference, Conventions and Meetings	$ 18,075.00
Subcriptions/Pro Publications	$ -
Specific Assistance to Individuals	$ 66,750.00
Membership Dues	$ -
Awards and Grants	$ 62,840.00
Rental/Maintenance of Equip	$ 40,515.00
Insurance	$ 164,628.00
Equip Acquisition	$ -
Misc Expenses	$ 75,065.00
Other	$ -
Other	$ -
EXPENSE SUBTOTAL	**$ 1,303,448.00**
Payments to Affiliated Orgs	$ 85,842.00
TOTAL EXPENSES	**$ 3,669,565.00**
Excess	$ 100,244.00

Lawton Teamwork Makes the Dream Work
1001 SW B Avenue
Suite 140B
Lawton, OK 73501
Phone: 580-483-9602
Fax: 580-699-2437

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CITY CLERK'S OFFICE

City of Lawton Youth and Family Summer Grant Application - Additional Information

GREENWOOD, S.T.E.M and All Things Aviation

SECTION B: How will YFAC funding be used?

SECTION C: SUSTAINABILITY PROGRAM BASICS: SUSTAINABILITY Detail your program/project "SMART" goals. (specific, measurable, attainable, relevant, and time-bound). List by each goal.

Specific: By the end of the academic year 2024-2025,

Greenwood, S.T.E.M. and All Things Aviation aim to increase participants' interest in STEM and Aviation careers and enhance employment/internship options careers by 20% as measured by pre and post-program surveys assessing career interests. This will be achieved by implementing a structured curriculum comprising workshops and activities focused on S.T.E.M and Aviation, goal setting, leadership, financial literacy, and communication. We aim to prepare our elementary and middle school students to enroll in the 9-12 aviation courses our local high school offers. These courses will prepare them to become pilots, aerospace engineers, and drone operators.

*Schools Nationwide Receive 13.5 Million in FAA and Grants to develop the Next Generation of Aviation Professionals.

*Oklahoma CareerTech high school programs receive free aerospace curriculum access

Measurable: We will measure progress by tracking attendance and participation levels in all program activities, including classes, workshops, and year-round community events. We aim to achieve and maintain a 75% average participation rate among enrolled students. We also strive for a 75% satisfaction rate among workshop attendees and parents or guardians, which will be assessed through structured surveys and feedback forms. We will continue to review and analyze these metrics to guide adjustments to the program, ensuring it remains aligned with the needs and expectations of participants and their families.

Attainable: We will achieve this goal by implementing targeted marketing strategies, such as distributing flyers in schools, posting on social media, and contacting local community organizations to promote the program to recruit participants. We will provide workshops and internship opportunities to enhance participants' engagement through college/university departmental programs and other educational institutions. By facilitating meaningful interactions and exposure to diverse career pathways, we aim to ignite interest in STEM-based careers and aviation among our participants.

Relevant: In response to the identified needs of Lawton Public Schools, enrollment is high, and academic proficiency rates are low; our program aims to provide impactful workshops and opportunities that occupy out-of-school time for youth. By introducing them to STEM and aviation career paths during our students' elementary and middle school, we aim to decrease their likelihood of encountering law enforcement, having under-equipped skills set for the future workforce, or dropping out. We strive to offer hope, guiding them toward a brighter and more prosperous future. Our program directly addresses the root causes of juvenile delinquency and incarceration by providing constructive out-of-school activities that keep youth engaged, motivated, and eager to focus on their education during the next school year. Through targeted workshops and activities, we seek to empower participants, increase their academic success, and provide them with the skills and opportunities needed for long-term success.

Time-Bound: By the end of the summer, our program aims to place 80% of participating students in internships with local businesses and organizations. This goal will be achieved through proactive outreach, networking, and tailored matching between student interests and available internship opportunities. We also aim to achieve a 90% participation rate in the summer entrepreneur camp and weekend program.

Performance Measures:

1. 30% of participants completed grade-level math and science scores to enroll in upper-level mathematics courses. Indicating the program's effectiveness in providing practical work experience. 30% increased interest in STEM education and careers and improved life skills.
2. 30% of participants report improvement in professional and life skills such as communication, teamwork, and problem-solving, as assessed through self-evaluations or supervisor feedback.
3. 30% demonstrate enhanced leadership abilities through their involvement in group projects, presentations, or mentorship roles within the program.
4. 100% Feedback from program mentors or instructors regarding observed growth and development in participants' attitudes, behaviors, and skills throughout the program.

5. 50% of participants reported increased confidence in their ability to apply practical skills gained during the program to real-world scenarios, as measured by pre and post-program surveys

6. 50% of participants express a greater understanding of potential career paths and opportunities within STEM fields and Aviation/Drone, as evidenced by pre and post-program surveys assessing their knowledge and awareness levels.

Data Collection Plan: The collected data will be obtained as follows:

1. Pre and Post-Program Surveys
    a. Before the program begins, administer a survey to participants to assess their current interest levels in STEM and Aviation careers.
    b. Administer the same survey at the end of the program to measure any changes in interest levels.
    c. Use a Likert scale or open-ended questions to gather qualitative and quantitative data
    d. Implement a longitudinal tracking system to follow up with participants at regular intervals beyond the program's duration 6 months, 1 year, 2 years
2. Conduct one-on-one interviews with participants and parents before and after the program to learn more about their career aspirations, interests, and motivations.
3. Behavior patterns
    a. Conduct parent surveys to collect data on behavior patterns at home and school during the school year.
4. Intent to Pursue Further Education or Careers in STEM or Aviation:
    a. Conduct follow-up surveys or interviews with participants after a certain period post-program at 6 months and again in one year.
    b. Inquire about their current educational or career plans and whether they are considering STEM fields.
    c. Record the number of participants who intend to pursue STEM-related and Aviation paths.
5. Engagement in STEM-related Activities:
    a. Maintain a record of participants' involvement in Aviation/Drones and STEM-related extracurricular activities or coursework.
    b. Collaborate with schools or organizations to track participation in STEM clubs, competitions, or courses.
6. Attendance and Participation Rates:
    a. Keep attendance records for sessions, field trips, college tours, and guest speaker events during the program.
    b. Monitor participant engagement and Aviation/Drones through observations and feedback from facilitators.
7. Evaluation of Participant Projects:
    a. Assess participant projects or presentations during the program using rubrics or evaluation criteria.

b. Analyze responses to identify common themes and insights.

By utilizing this diverse range of data collection methods, we can gain comprehensive insights into participants' experiences, perceptions, and outcomes. This will allow for a thorough evaluation of its effectiveness in fostering interest in STEM and aviation/drone careers and positive youth development.

Ultimate Outcome: The outcome of the program is to empower youth participants with the knowledge, skills, and confidence to pursue and excel in STEM careers and Aviation/drone education. This encompasses:

1. Increased interest and engagement in STEM fields, Aviation/Drone endeavors.
2. Developing critical thinking, problem-solving, and innovation skills essential for success in STEM professions and entrepreneurship.
3. Greater awareness of and access to opportunities for career advancement and professional development within STEM industries.
4. Enhanced self-efficacy and belief in their ability to make meaningful contributions to the STEM and Aviation/Drone workforce and society as a whole
5. Providing knowledge about the long-term socioeconomic benefits, including higher earning potential, job stability, and the ability to drive innovation and positive change in their communities.
6. Empowerment participants to leverage their STEM and Aviation/Drone skills to address real-world challenges and make meaningful contributions to society.
7. Create a diversion prevention opportunity to decrease the propensity of youth to have law enforcement contact during the summer by occupying their time and sparking interest in their future.

By achieving this outcome, the program aims to positively impact participants' lives and contribute to building a diverse, skilled, and competitive workforce prepared to meet the challenges and opportunities of the future.

Program Timeline

Greenwood, S.T.E.M. and Aviation/Drones

Lawton Teamwork Makes the Dream Work is a year-round program that meets on Saturdays from 11:30 a.m. to 1:30 p.m. and includes bi-monthly field trips.

Program
Every Saturday, S.T.E.M. classes to children aged 6-14. We go beyond traditional education, providing students with practical tools and knowledge that are a strong foundation for their educational journey. Our ultimate goal is to prepare the youth for a successful transition into adulthood, ensuring they possess the skills necessary for future success.

Lawton Teamwork Makes the Dream Work

1. Launch Summer Activities (Weeks 1-2 June 3rd - June 7th) 11:30 am to 1:30 pm
   a. Introduction to the program, its goals, expectations, and workplace policies.
   b. Academic Development Workshops: STEM sessions on essential math and science skills such as communication, teamwork, t, problem-solving, and professionalism. S.T.E.M Careers: Hands-on skills or industries based on intern interests and program focus areas.
   c. Instruction on workplace safety practices, hazard recognition, and emergency procedures to ensure a safe work environment.

2. Field Trips (Weeks 3-5 June 10th - June 28th): 10:00 am to 4:00 pm
   a. Local businesses, organizations, or government agencies based on career interests, skills, and availability.
   b. Mentorship: Assigned mentors/supervisors to provide guidance, support, and feedback during the internship.
   c. Hands-on project experience in assigned roles/tasks, applying skills learned during the training phase under supervision.
   d. Rotation Opportunities: Opportunities for youth to rotate through different departments or job functions within the organization to gain exposure to various aspects of the workplace.
3. Project Phase (Weeks 6-7 July 8th-19th): 9:00 am to 2:00 pm Monday - Friday
   a. Summer Projects: Participants will prepare a presentation comparing and contrasting the differences between working in different career fields.
   b. Reflection and Feedback: Summer projects will focus on hands-on experience, discuss lessons learned, and receive feedback from mentors and supervisors to support their personal and professional growth.
4. Program Closeout (July 26th) TBD
   a. Program Celebration: Family and friends will join the youth at a banquet-style celebration where the youth will present their program reflections and projects favoring a career or entrepreneurship opportunity.

Year-round Program Extension and inclusion of youth ages 7-16

1. August-September 2024-25
   a. Continuation of Lawton Teamwork Makes the Dream Work(YEAR-ROUND)

   b. Continued exploration of S.T.E.M. and Aviation/Dones with more in-depth activities, field trips, and college/university visits.

   c. Enroll in Virtual Activities from NASA personnel.
   We will research age-appropriate S.T.E.M certifications.

i. Youth will learn the basics of putting up a drone.
ii. They will work on their projects.
iii. Projects will be drones designed by our youth.

d. Participation in drone competitions or showcase events within the community to demonstrate learning and creativity. September

1. Advanced STEM workshops focusing on more complex topics such as 3D printing, app development, renewable energy, and basic electronics.
   Field trip-STEM based (TBD)
2. October/November 2024
3. Design and build projects incorporating STEM concepts, such as creating simple robots and coding, designing eco-friendly solutions, and more.
4. Guest speakers in STEM/Aviation/Drones career fields
   December 2024
5. Program year-end celebrations

e. January 2025
d. Enrollment into program
e. Program Orientation
f. Start weekly life skills and STEM program
2. February-May 2025
. Real World Connections Field Trips
a. Open application for the summer intern program

Visibility: In the upcoming year, to ensure sustained visibility and broader outreach, our program will implement a proactive promotion strategy across diverse channels. We will leverage social media platforms to regularly share engaging content, success stories, and testimonials from students, instructors, and guardians. By showcasing the tangible impact of our program, we aim to attract a wider audience and maintain engagement among existing participants.

In addition, we will collaborate with relevant agencies to organize informational sessions, workshops, and presentations advocating youth development and highlighting the unique value our program offers. Engaging with youth-centric organizations and community groups will amplify our presence and relevance. Through these collaborative efforts, we aim to tap into established networks and reach more youth who could benefit from our resources. By refining our promotion strategy and fostering partnerships within the community, we are committed to ensuring our program's sustained visibility and impact in the long term.

Goal 2 - 6 years:

1. Increase and retain participation by 10% each year.
2. Expand the duration of the program from summer to year-round
3. Analyze Participation: Evaluate current participation rates and identify factors influencing participation levels. Analyze feedback from participants, parents, and stakeholders to understand areas for improvement.
4. Enhance Promotion and Marketing Efforts: To promote the program, utilize various channels such as social media, email newsletters, website updates, and community events. Highlight program benefits, success stories, and testimonials to attract new participants and retain existing ones.
5. Targeted Outreach to Underrepresented Groups: Identify underrepresented groups within the community and tailor outreach efforts to address their specific needs and interests.

Collaborate with local organizations, schools, and community centers to reach out to these groups and encourage their participation.

6. Expand Program Offerings: Diversify program offers to appeal to a broader range of interests and preferences. Introduce new workshops, activities, or themes based on feedback and emerging trends in STEM and Aviation/Drones.
7. Improved Participant Experience: Enhance the overall participant experience by providing high-quality programming, engaging activities, and supportive environments. Regularly obtain feedback from participants, parents, and partners to identify areas for improvement and implement necessary changes.
8. Improve Retention Strategies: Implement strategies to encourage repeat participation and long-term engagement with the program. Offer incentives, rewards, or recognition for consistent attendance and active participation. Provide opportunities for participants to take on leadership roles or mentorship positions within the program.

Evaluation and Adjustment: Monitor participation rates and track progress towards the 10% increase goal. Regularly review and evaluate the effectiveness of marketing strategies, outreach efforts, and program enhancements. Adjust strategies and tactics based on ongoing evaluation and feedback to optimize participation rates.

Goals 7-10 years:

1. Expanded Reach and Impact: Expand the program's reach to serve an increasing population of underserved areas of the Lawton/ Ft. Sill community, providing access to quality STEM education and entrepreneurial opportunities.

2. Established Partnerships: Increase long-term partnerships with industry leaders, educational institutions, and government agencies to enhance access to program participation, access resources, and provide mentorship and paid internship opportunities for participants.

3. Sustained Growth: Achieve sustained annual growth in participation rates to significantly increase the number of participants over the next decade while maintaining high levels of participant satisfaction and retention.

4. Alumni Engagement: Develop a robust alumni network and support system to continue engaging and supporting program graduates as they progress through their educational and professional journeys.

5. Measurable Impact: Establish key performance indicators (KPIs) and evaluation metrics to measure the program's impact on participants' academic achievement, career readiness, and long-term success in STEM/Aviation/Drones fields and entrepreneurship endeavors.

6. Recognition and Accreditation: Attain recognition and accreditation from reputable organizations or educational institutions, solidifying the program's reputation as a leader in youth STEM education and Aviation/Drones development.

7. Diversified Funding: Secure diverse funding sources, including grants, sponsorships, and donations, to ensure the program's financial sustainability and ability to expand services and reach more youth over the long term.

Program Background: Lawton Teamwork Makes the Dream Work
Since 2015, we have been dedicated to offering activities throughout our community to enhance the overall well-being of Lawton/Ft. Sill. Our primary commitment has been to equip our youth with knowledge to help them prepare for the workforce and careers. As we watched our youth fall behind in education, we decided to increase our visibility in the community. We applied for grants and sought the help of community members to assist our youth.

Our collaboration with local experts, community partners, mentors, educators, and mental health experts is vital to our program's success. They play a pivotal role in facilitating workshops and offering guidance, enriching the learning experience for our participants.

Notably, our impact extends beyond the program duration. Many of our alums, having completed the program, generously volunteer their time, demonstrating their commitment to giving back and further enriching the experiences of current participants. This cycle of support and engagement contributes to the program's continuity and growth, creating a nurturing environment for all involved.

We provide positive youth with a national curriculum-based program as a resource to equip our students with the fundamentals of S.T.E.M. This resource is designed to help enhance positive interaction with our participants and their families. Additionally, we assist, link, and refer our families to resources to help meet their needs that will enhance family support, stability, and relationship building.

Our accomplishments include:

1. Receiving the STEM Champion Award in 2023
2. Having a consistent year-round program that is free to our participants.
3. Providing a comprehensive positive youth development program
4. Providing a STEM & Aviation educational curriculum
5. Providing a STEM opportunity to the underserved population of youth
6. Increased family engagement through activities and field trips
7. Retained youth in the program over an extended period
8. Have alum participation
9. Helped build self-confidence among participants
10. Increase teamwork skills among participants
11. Increased communication skills among participants and community leaders
12. Over 9 years of consistent community involvement

Lawton Teamwork Makes the Dream Work Highlights

Summer of 2022	Created a 3D model of Tulsa's Greenwood 1920
Summer of 2022	Travel to Tulsa with over 60 Youth and 12 Adults

Summer 0f 2022	Visit Greenwood District of Tulsa and Discovery Lab, the State Capitol			
Fall of 2022	Revisit the Greenwood District of Tulsa, Discovery Lab,			
Fall of 2022	Visit Altus Air Force Base and STEM Fair			
January 2023	STEM and Sports with Cameron University			
May of 2023	Took our Greenwood 3D Model for display at the Greenwood Cultural Center in Tulsa			
July of 2023	Traveled to Tulsa to partner with colleges and universities for S.T.E.M career fields			
September of 2023	Traveled to Weatherford, OK, Air/Space Museum			
October of 2023	Traveled to OKC Science Museum			
January of 2024	Partnered with FISTA for the "Simon Berry: All Things Aviation" Program. A program created by Lawton Teamwork Makes the Dream Work.			
March of 2024	Traveled to Houston, Texas, to visit NASA's Space Center			
July of 2024	Travel to OKC	Mike Moroney Aeronautical Tour		
Sept of 2024	Traveled to OKC Girls in Aviation Conference			

List and describe collaborations. (Include but are not limited to:)

Prairie View A & M University	The Engineering Department provided our youth with coding, robotics, and chemical engineering activities.
Cameroun University	Provides S/T.E.M/ activities for our youth
University of Oklahoma	Provided activities for our youth in the Innovation HUB and Technology Center
Langston University	Provided activities for our youth in the Nursing Center for Technology and Medicine
Rogers State University	Provided our youth with DRONE education and activities
Great Plains Technology Center	We provide life skills sessions for youth assigned community service hours.

F.I.S.T.A Organization	The Berry Aviation Company provided Drone activity for our youth.
National Phi Delta Kappa, Inc	Provided Aviation Activities for our youth
Buffalo Soldier Motorcycle Club	Assisted with engineering and Newton's Laws of Gravity
Lawton Public Library	Provided coding activities for our youth
Phaze 3	We collaborate with PHAZE 3 for field trips and other year-round activities.
Kappa Alpha Psi	Provided our youth with Aviation activities
Other collaborators	We work with many organizations and agencies to help our youth and their families.

How will the program limit access to Lawton and at-risk youth and their families? We will limit our access by monitoring the information on the registration form. We will continue to market and recruit young people in the Lawton City Limits.

If there are similar programs in Lawton, describe how the program/project is significant and different. Although there are existing youth summer programs in the Lawton area, we are a year-round program. We also offer colleges/universities that engage in hands-on activities and guide youth toward careers in these innovative fields. Unlike other programs, we want to provide local, state, and national programs to assist our youth with career-making decisions. Providing access to additional summer programming that extends into a year-round program. This provides for additional youth, ensuring that more young people can participate. Moreover, we go beyond simply engaging youth with hands-on youth activities to expand their knowledge in S.T.E.M. and Aviation/Drones. We recognize the changing trends in our workforce and careers. We also recognized F.I.S.T.A. is bringing several companies into our community. These companies will require knowledge and skills in S.T.E.M and Aviation/Drones. Lawton Teamwork Makes the Dream Work is committed to providing comprehensive guidance and resources to empower youth and their families to thrive.

Explain the experience the staff/volunteers have in meeting the needs of those to be served. Currently, all volunteers.

Executive Director • Kimberly Jones	9 years experience/25 + public school experience
OK Certified Teachers	1 Science, Reading, Math, & History combined public school administrative experience

• Odell Gunter (Lawton Public Schools) • Paula Bowen (Bishop Public Schools) • Breshya Lewis (Bishop Public Schools)	
Buffalo Soldier Motorcycle Club Buffalo Soldier Cavalry	8 years of volunteering 2 years
Cameron Plus Scholars • Angelica Martinez • Alyssa Martinez	2 two years of volunteering with PHAZE3
Administrative Duties • Anne Gray	40 years experience
Volunteers • Deondre Gaines, STARBASE • Tmiko, STARBASE • Sheryl Gregory of FAA	10+

Current Organization Operating Budget Form: YFAC

Date Month and Year of Organization's FY:	Jan 2025-29
Date that current amount spent in FY was valid:	7,000.00

* Do not edit cells that are highlighted yellow!

Revenue	Current Annual Organization Budget	Proposed Annual Funding for YFAC Supported Program
1. Requested from YFAC City of Lawton	42,000.00	30,000.00
2. Allocation from all other organizations	500	1,000.00
3. Contributions	2,000	3,000
4. Special Events and Fundraisers	5,000.00	5,000.00
5. Legacies and Bequests	N/A	
6. Foundation Income	N/A	
7. Agency Auxiliaries and Clubs	N/A	
8. Allocated by Un-Associated Fundraising Organizations	N/A	
9. Fees and Grants from Government Agencies	N/A	
10. Membership Dues	N/A	
11. Program Fees and Net Incidental	N/A	
12. Sales to the Public	N/A	
13. Investment Income	N/A	
14. Miscellaneous Revenue	n/a	
15. Other Click here to enter text.		
16. Other Click here to enter text.		
17. Other Click here to enter text.		
18. Total Revenue (1-17)	49500	39000

Expenses	Current Annual Organization Budget	Actual Amount Spent Year to Date
19. Salaries and Wages	12,000	
20. Employee Benefits		
21. Payroll Taxes		
22. Payroll Subtotal (19-21)	12000	0
23. Professional Fees		
24. Supplies	5,000.00	3,000.00
25. Telephone	0	0
26. Postage	0	0
27. Occupancy	6000	6000
28. Outside Printing and Artwork	600	600
29. Transportation	6,000.00	3,000.00
30. Conferences, Conventions, and Meetings		
31. Subscriptions/Professional Publications		
32. Specific Assistance to Individuals		
33. Membership Dues		
34. Awards and Grants		
35. Rental/Maintenance of Equipment		
36. Insurance		
37. Equipment Acquisition		
38. Miscellaneous Expenses		
39. Other Click here to enter text.		
40. Other Click here to enter text.		
41. Expense Subtotal (23-40)	17600	12600

42. Payments to Affiliated Organizations		
43. Total Expenses (22, 41, and 42)	29600	12600
44. Excess (Deficit) (18 minus 43)	19900	26400

Please complete the following: Proposed Program Expense Detail (**YFAC requested funds specifically)**
Provide a list in order of program priorities of how YFAC – City of Lawton monies will be used.

Proposed Program Expense Detail:

Expense	Amount
Entry Fees for Musuems	$2,000.00
STEM Supplies	$4,000.00
STEM Curriculums	$1,200.00
Transportation	$5,000.00
Meals (Breakfast and Lunch)	$6,000.00
Salaries	$6,000.00
Utilities	$1,000.00
STEM Interns	$1,000.00
Office Space	$6,000.00
Printing	$1,000.00
Shirts	$2,000
Field Trip Supplies	$2,000.00
Total:	37200

January 31, 2025

Good Afternoon,

RE: Youth and Family Committee Report

Dear Sir/Madam,

This letter contains the information requested from the city manager's office regarding the funds received for the Lawton Teamwork Makes the Dream Work- Greenwood Program. The following information is included in the packet:

Number of Youth Enrolled in the program: 65 (demographics by ethnicity and gender).

Behavior Report: 85% maintain positive behavior, 15% receive disciplinary actions.

Academic Report:

- Math: 58% increase, 31% remain the same, 5% decrease.

- Reading: 35% increase, 52% remain the same, 13% decrease.

- Science: 50% increase, 45% remain the same, 4% decrease.

This data is from report cards reflecting October 2023 to May 2024.

Field Trip

*Discovery Lab/Tulsa

*Strafford Museum-Weatherford, OK

*Innovation Lab/University of Oklahoma

*Lawton Airport

*NASA/Houston, Tx

*National Weather Center/Norman

Financial Report Included: Reimbursement of $217.09

Please contact me for questions or concerns

Respectfully,

Kimberly Jones