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| ORGANIZATION NAME: Oklahoma Youth Services Organization | | FISCAL YEAR: FY2025 | | | |
| PROJECT NAME: TSET Successful Futures | | GRANT PERIOD: Year 3 of 5 | | | |
| OVERAL PROJECT GOAL 1: To provide service delivery that targets character building education activities and service-learning projects. | | | | | |
| SMART OBJECTIVE #1  YEAR THREE | Utilizing Search Institute’s 40 Developmental Assets training and/or Botvin Life skills, project managers at each YSA (Youth Service Agency) will work collaboratively to develop a minimum of two sustainable out-of-school time opportunities per fiscal year (summer break camps, winter break camps, after school activities) that incorporate the principles of character development, tobacco prevention, proper nutrition, and physical activity. | | | | |
| TRACKING MEASURES | 1. Number of Programs Developed: The number of different out-of-school time opportunities (like summer break camps, winter break camps, and after-school activities) developed each year by each YSA. 2. Participant Enrollment: The number of participants enrolled in each program will be measured to help assess the reach and interest in the offered programs. 3. Daily Participants Numbers: Number of participants present each day of the programs will be tracked to gauge their engagement levels and ensure programs are appropriately scaled for the number of participants. 4. Appropriate Outcome-Based Evaluations: When appropriate, the impact of the programs on participants’ knowledge and behaviors related to character education, tobacco prevention, proper nutrition, physical activity, healthy living, and decision-making skills will be measured. | | | | |
| DATA SOURCES | **Program registration,** attendance records, staff reports and observations, assessment results | | | | |
| SMART OBJECTIVE #2 YEAR THREE | Each YSA will offer a minimum of one age-appropriate service learning, volunteer work, and/or other related activities to engage participants grades three through eighth per quarter. | | | | |
| TRACKING MEASURES | 1. Activity Log: Detailed logs at each site that record the number and type of activities offered each quarter will be maintained to directly measure compliance with the objective of offering at least one activity per quarter. 2. Participant Numbers: The number of participants for each activity will be tracked to gauge engagement levels and to ensure activities are appropriately scaled for the number of students in the specified grades. 3. Completion Rates: For activities that are designed to be completed over multiple sessions or require a longer commitment, completion rates will be tracked to understand participant commitment and the effectiveness of the activity design. 4. Feedback: Feedback from participants after each activity will be collected. This can include participant satisfaction, perceived value of the activity, and self-reported learning outcomes. This will help assess the impact and quality of the activities. | | | | |
| DATA SOURCES | Attendance, Staff Reports and Observations | | | | |
| SMART OBJECTIVE #3 YEAR THREE | Each YSA will create and implement a minimum of four mentor opportunities per fiscal year  Note: opportunities can be with either adult or youth mentors. | | | | |
| TRACKING MEASURES | 1. Tracking of Mentorship Opportunities Created: A record of each mentorship opportunity initiated, including details such as the start and end dates, type of mentorship (adult or youth), and the objectives of each session will be maintained to ensure that a minimum of at least four opportunities are being created each year. 2. Participant Tracking: The number of mentors and mentees involved in each opportunity will be logged to help assess the scale and reach of the mentorship programs. 3. Activity Reports: Periodic reports from program coordinators detailing the progress of the mentorship activities, challenges faced, and successes achieved will be collected through the monthly log. 4. Resource Utilization Reports: Tracking of the resources allocated to each mentorship opportunity will be utilized. | | | | |
| DATA SOURCES | Attendance records, resource utilization, and feedback | | | | |
| SMART OBJECTIVE #4 YEAR THREE | By the end of the fiscal year, each YSA will implement at least two distinct units that utilize the framework of Search Institute's 40 Developmental Assets and/or Botvin LifeSkills curriculum, specifically designed to enhance participant's skills in teamwork, decision-making, and leadership.  Note: These activities will be led by trained coordinators and evaluated through participant surveys and observation checklists to measure improvements in specific skills areas. | | | | |
| TRACKING MEASURES | 1. Activity Implementation Logs: Detailed records for each activity conducted, including the date, location, number of participants, and facilitator details. 2. Participant Surveys: Surveys to participants, when appropriate, to assess their perceptions of what they learned regarding teamwork, decision-making, and leadership. 3. Observation Checklists: Checklists for educators and observers to assess participant engagement and skill application during activities. 4. Feedback from Educators and Facilitators: When appropriate, collect structured feedback from those who lead the activities to gain insights into what worked well and what could be improved. 5. Progress Reports: Compile and review progress reports regularly (e.g., monthly, or quarterly) to track the number and type of activities conducted, participant numbers, and preliminary outcomes from surveys and observations. 6. Final Report and Review Session: At the end of the school year, produce a comprehensive report summarizing all activities. Hold a review session with all participating agencies to discuss outcomes and potential improvements for the next cycle. | | | | |
| DATA SOURCES | Program registration and participant records, pre- and post-activity surveys, observational data, activity reports, feedback from participants, teachers, and parents, project outcomes and evaluations, internal review meetings, final evaluation reports. | | | | |
| SMART OBJECTIVE #5 YEAR THREE | Those YSA implementing Botvin LifeSkills, will establish a baseline for participant knowledge by end of FY25 and aim to demonstrate a 10% increase in knowledge and attitude among participants exposed to life skills by the conclusion of the current grant period.  Note: Each site will track participation rates per month and conduct age-appropriate assessments of skills related to tobacco use prevention, physical activity, and nutrition. Attendance is not guaranteed by participants, so percentages may fluctuate. | | | | |
| TRACKING MEASURES | 1. Session Tracking: Detailed log for each session conducted, including the date, duration, content covered, and the number of participants. 2. Participant Registration and Attendance Records: Records of number of children and youth are registered for the program and overall attendance at each session. 3. Pre- and Post-Program Assessments: Structured assessments before the first session and after the last session to evaluate participants' change in knowledge and attitudes in relation to physical activity tobacco prevention/cessation, and nutrition. 4. Feedback Forms: Feedback from participants at various points throughout the program (mid-point and end). Feedback can provide insights into the participants' perceptions of the program's effectiveness and areas for improvement. 5. Final Evaluation Report: A comprehensive evaluation report that assesses the overall success of the program against its objectives. | | | | |
| DATA SOURCES | Program participant records, pre- and post-activity surveys, observational data, activity reports. | | | | |
| SMART OBJECTIVE #6 YEAR THREE | By the end of the fiscal year, each YSA will ensure participating sites, when appropriate, implement a comprehensive program designed for children and youth to participate in at least 20 sessions that evenly incorporate the topics of tobacco use prevention, physical activity, and healthy nutrition. | | | | |
| TRACKING MEASURES | 1. Session Tracking: Detailed log for each session conducted, including the date, duration, content covered, and the number of participants. 2. Participant Registration and Attendance Records: Records of number of children and youth are registered for the program and overall attendance at each session. 3. Pre- and Post-Program Assessments: Structured assessments before the first session and after the last session to evaluate participants' change in knowledge and attitudes in relation to physical activity tobacco prevention/cessation, and nutrition. 4. Feedback Forms: Feedback from participants at various points throughout the program (mid-point and end). Feedback can provide insights into the participants' perceptions of the program's effectiveness and areas for improvement. 5. Final Evaluation Report: A comprehensive evaluation report that assesses the overall success of the program against its objectives. | | | | |
| DATA SOURCES | Program participant records, pre- and post-activity surveys, observational data, activity reports. | | | | |
| OBJECTIVE(S) | MAJOR ACTIVITIES | | COMPLETION | ANTICIPATED PRODUCTS, DELIVERABLE(S) | RESPONSIBLE PARTIES |
| 1. Utilizing Search Institute’s 40 Developmental Assets training, project managers at each YSA will work collaboratively to develop a minimum of two sustainable out-of-school time opportunities per fiscal year (summer break camps, winter break camps, after school activities) that incorporate the principles of healthy living, activity, proper nutrition, tobacco prevention, character education, and decision-making skills. | 1. Training on the 40 Developmental Assets: Before initiating any program development, project managers and any other staff involved should undergo training or refresher courses on the Search Institute’s 40 Developmental Assets. This training will ensure that all coordinators are aligned with the principles that need to be incorporated into the programs. 2. Program Planning and Design:    * Identifying Needs and Goals: Assess the needs of the target community or group to tailor the programs effectively.    * Activity Plan: Activity plan for each program that integrates healthy living, physical activity, proper nutrition, and decision-making skills. 3. Collaboration and Partnership Building:    * Engage with Community Stakeholders: Work with parents, schools, and community organizations to gain support and input for the programs.    * Form Partnerships: Establish partnerships with local health and nutrition experts, sports coaches, or other relevant professionals who can contribute to the program content. 4. Implementation of Programs:    * Staff Training: Train all staff involved in delivering the programs to ensure consistency and quality.    * Launching Programs: Roll out the programs during designated out-of-school times, such as summer and winter breaks.    * Monitoring Execution: Supervise the programs to ensure they run smoothly and adhere to the planned curriculum. 5. Participant Engagement:    * Recruitment and Enrollment: Promote the programs to target audiences and manage the registration process.    * Ongoing Engagement: Keep participants engaged through interactive and enjoyable activities that reinforce the educational goals of the programs. 6. Evaluation and Feedback:    * Gather Participant Feedback: Collect feedback from to gauge the effectiveness of the programs and any areas for improvement.    * Assessment of Outcomes: Evaluate the success of the programs in terms of participant outcomes related to the key principles (healthy living, activity, nutrition, life-skills, tobacco prevention, character education).    * Report Findings: Prepare and distribute reports on program outcomes, challenges faced, and successes achieved. 7. Review and Adjust:    * Review Program Feedback and Assessments: Analyze all feedback and assessment data to identify strengths and weaknesses of the programs.    * Adjust: Refine and adjust program plans based on data to improve future iterations. 8. Sustainability Planning:    * Plan for Future Cycles: Develop strategies to ensure the sustainability and scalability of the programs, including securing ongoing funding, expanding participant base, and possibly introducing new activities. | | June 30, 2025 | 1. Number of Programs Developed: The number of different out-of-school time opportunities (like summer break camps, winter break camps, and after-school activities) developed each year. This will help ensure that at least the minimum of two programs per calendar year is being met. 2. Participant Enrollment: Measure the number of participants enrolled in each program. 3. Completion Rates: Completion rates of the programs to gauge their effectiveness and the engagement level of participants. 4. Outcome-Based Evaluations: The impact of the programs on participants’ knowledge and behaviors related to healthy living, activity, proper nutrition, and decision-making skills. | Lead: Local Agency Project Staff  Others: Local Agency Executive Director or Designated Staff, Project Director, External Evaluator, Children and Youth Participants |
| 2. Each site will offer a minimum of one age-appropriate service learning, volunteer work, and other related activities to engage participants grades three through eighth per quarter. | 1. Design Activities: Detailed plans for service-learning projects, volunteer activities, and other related initiatives that are suitable for the age group and can be completed within a quarter. 2. Materials and Equipment: Materials and equipment needed for the activities are secured, ensuring everything is safe and appropriate for the specified age group. 3. Activity Implementation:    * Scheduling: Activities are organized and scheduled to fit within the fiscal calendar and ensure they do not conflict with other important events.    * Conduct Activities: Activities, providing guidance and support to participants to ensure meaningful engagement and learning. 4. Participant Engagement and Management:    * Recruitment: Promote the activities to students and parents to encourage participation.    * Registration: Manage participant registration to track who is taking part in the activities and ensure appropriate group sizes. 5. Monitoring and Evaluation:    * Track Participation: Monitor attendance and participation rates to assess engagement and identify any barriers to participation.    * Feedback Collection: Gather feedback to evaluate the effectiveness of the activities and make necessary adjustments. 6. Documentation and Reporting:    * Record Keeping: Maintain detailed records of all activities, including participant lists, activity descriptions, outcomes, and feedback.    * Quarterly Reports: Prepare and submit reports at the end of each month summarizing the activities conducted, participation metrics, and key outcomes. 7. Review and Improvement:    * Evaluate Outcomes: Assess the impact of the activities and evaluations, make necessary adjustments to improve future activities, ensuring they remain relevant and engaging for the target age group. | | June 30, 2025 | 1. Activity plans and curricula 2. Partnership agreements (when appropriate) 3. Activity reports 4. Feedback and evaluation forms 5. Impact assessments 6. Photo and video documentation | Lead: Local Agency Project Staff  Others: Local Agency Executive Director or Designated Staff, Project Director, External Evaluator, Children and Youth Participants |
| 3. Each site will create and implement a minimum of four mentor opportunities per fiscal year opportunities can be with either adult or youth mentors. | 1. Community Engagement:    * Outreach to Community Leaders: Engage with local community leaders, experts, and professionals to participate as guest speakers or temporary mentors focusing on specific topics such as life skills, nutrition, and physical education.    * Event Planning: Organize special sessions or workshops where these community mentors can present and interact with the participants. 2. Coordinator Involvement as Mentors:    * Training for Coordinators: Provide specialized training for coordinators on how to effectively mentor youths during pullout sessions, especially focusing on handling emotional or challenging situations.    * Scheduling Pullout Sessions: When appropriate, plan and schedule regular times for participants to meet one-on-one or in small groups with coordinators to discuss personal challenges or lessons learned. 3. Curriculum Enhancement: Develop and integrate curricula that include life skills, character education, tobacco-free lifestyles, and other relevant topics, ensuring that these are woven into both the mentorship discussions and the broader program activities. | | June 30, 2025 | 1. Number of participants 2. Activity reports 3. Comprehensive program reports 4. Success stories and testimonials | Lead: Local Agency Project Staff, Project Director, OAYS Staff  Others: External Evaluator, Children and Youth Participants |
| 1. By the end of the fiscal year, each site will implement at least two distinct units designed to enhance children and youth’s skills in teamwork, decision-making, and leadership (life skills).   Note: These activities will be led by trained coordinators and evaluated through participant surveys and observation checklists to measure improvements in specific skills areas. | 1. Program Planning and Development:  * Identify Specific Skill Targets: Clearly define the specific aspects of teamwork, decision-making, and leadership that the activities will develop. * Activity Design: use creative and engaging activities that effectively address the identified skill targets. This might include workshops, interactive games, team projects, or leadership challenges.   2. Resource Allocation:   * Staff Training: Ensure that coordinators and any other involved staff are adequately trained not only in the content of the activities but also in effective teaching methods that promote life skills. * Materials and Logistics: Secure all necessary materials and logistical arrangements needed for the activities, such as venues, equipment, and supplies.   3. Implementation:   * Activity Scheduling: Plan and schedule the activities within the fiscal year timeline, ensuring they do not conflict with other important events or academic commitments. * Conduct Activities: The planned activities are conducted in a manner that encourages active participation and engagement from all children and youth involved.   4. Monitoring and Evaluation:   * Observation and Documentation: During the activities, coordinators or other observers should use checklists to monitor and document the behaviors and interactions that relate to life-skills. * Participant Surveys: At the beginning and end of each unit, distribute surveys to participants to collect feedback on their experience and perceived growth in the targeted skills.   5. Feedback and Adjustment:   * Review Feedback: Analyze the feedback and observations collected to assess effectiveness. * Adjust: Based on this analysis, make necessary adjustments.   6. Reporting:   * Prepare Reports: Compile detailed reports that summarize the outcomes of the activities. * Share Findings: Share these reports with stakeholders to demonstrate the value of the activities and secure ongoing support.   7. Continuous Improvement:   * Professional Development: Continuously provide opportunities for coordinators to learn and improve their skills in leading such activities. This could include attending workshops, reviewing current research on educational practices, or receiving feedback from peers. * Curriculum Development: Continually refine the activities' curriculum based on the latest educational research and feedback from participants to ensure they remain relevant and effective. | | June 30, 2025 | 1. Number of peer partners recruited. 2. Reports that outline the number of youths participating in activity. 3. Activity list by site 4. Activity Reports: Regular reports detailing the implementation, participation, and observations from each activity. These might include photographic or video documentation. 5. Evaluation Reports: Evaluation reports compiled at the end of the fiscal year, summarizing feedback, outcomes, and recommendations for future activities. | Lead: Local Agency Project Staff, Project Director, OAYS Staff  Others: External Evaluator, Children and Youth Participants |
| 5.1 Those OAYS Healthy Successful Futures agencies Implementing Botvin LifeSkills will show a 10% increase of participant knowledge of those successfully completing Botvin LifeSkills training year over year for a five-year period.  5.2 By the end of the fiscal year, each participating site, when appropriate, will implement a comprehensive program designed for children and youth to participate in at least 20 sessions of tobacco use prevention, physical activity, and healthy eating.  Note: Each site will track participation rates and conduct age-appropriate assessments of skills related to physical activity and nutrition. | 1. Program Design and Development:   * Curriculum Development: Structured activities that integrates physical activity, tobacco prevention and nutrition education, tailored to improve decision-making skills. This involves detailed session planning, outlining specific learning objectives, and activities for each session. * Educational Material Creation: Develop engaging educational materials that support the learning objectives of the program.   2. Resource Allocation and Setup:   * Facilities and Equipment: Ensure that each site has the necessary facilities and equipment for physical activities and educational sessions. This might involve securing space for physical activities, as well as materials for nutrition education sessions.   3. Participant Recruitment and Enrollment:   * Promotion and Outreach: Promote the program within the community and schools to recruit participants. * Registration Process: Set up a registration process to enroll children and youth in the program.   4. Implementation of Sessions:   * Conducting Sessions: Regularly hold the planned sessions, ensuring they are executed as designed and adapted when necessary to meet the participants' needs. * Attendance Tracking: Keep accurate records of attendance for each session to monitor participation rates and identify any patterns or issues in attendance.   5. Monitoring and Evaluation:   * Ongoing Assessment: Implement methods to continually assess the effectiveness of the sessions in real-time, allowing for immediate adjustments to improve engagement and learning outcomes. * Pre- and Post-Program Assessments: Conduct structured assessments, when appropriate, to measure the development of decision-making skills related to physical activity and nutrition. This could include quizzes, practical demonstrations, or participant reflections.   6. Feedback and Adaptation:   * Participant Feedback: Regularly collect feedback from participants to gauge satisfaction and areas for improvement. * Program Adjustments: Use feedback and assessment results to refine and adapt the program over time, enhancing its effectiveness and relevance to the participants' needs.   7. Reporting and Documentation:   * Progress Reports: Compile and present regular progress reports detailing participation rates, feedback, and assessment outcomes to stakeholders. * Final Report and Evaluation: At the end of the fiscal year, produce a comprehensive final report that evaluates the overall impact of the program, including successes, challenges, and recommendations for future implementations. | | June 30, 2025 | 1. Number of peer partners recruited. 2. Reports that outline the number of youths participating in activity. 3. Activity list by site 4. Activity Reports: Regular reports detailing the implementation, participation, and observations from each activity. These might include photographic or video documentation. 5. Evaluation Reports: Evaluation reports compiled at the end of the fiscal year, summarizing feedback, outcomes, and recommendations for future activities. | Lead: Local Agency Project Staff and Local Educational Agencies (LEAs), Children and Youth Participants, Project Director, OAYS Staff  Others: External Evaluator |

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| **ORGANIZATION NAME: Oklahoma Youth Services Organization** | | | | | **FISCAL YEAR: FY2025** | |
| **PROJECT NAME: TSET Successful Futures** | | | | | **GRANT PERIOD: Year 3 of 5** | |
| **OVERAL PROJECT GOAL 2: To expand project goals and objectives to a broader audience.** | | | | | | |
| **SMART OBJECTIVE #1 FOR YEAR THREE** | | By the end of the fiscal year, coordinators at each YSA will deliver one in-service training opportunity at a minimum of one participating local school, designed for teachers, administrators, and school personnel. The training will cover a minimum one of six key topics: Character development, physical activity, proper nutrition, or tobacco cessation/prevention. The program objective is to achieve at least a 95% attendance rate among the targeted staff and an 85% satisfaction rate on post-training surveys to assess the effectiveness of the training and participant engagement. | | | | |
| **TRACKING MEASURES** | | 1. **Number of Trainings Conducted:** Number of training sessions delivered to ensure at least one training has been conducted in each participating school. 2. **Coverage of Key Topics:** Which of the six key topics (Physical activity, nutrition, character education, tobacco cessation/prevention, life skills, Developmental Assets, Character Education) each session covers are tracked. 3. **Participation Records:** Detailed attendance records to measure against the 95% attendance rate goal. 4. **Post-Training Surveys:** Satisfaction surveys will be distributed immediately following each training session. Surveys will measure participants' satisfaction with the content, delivery, and applicability of the training. 5. **Satisfaction Rate Calculation:** Percentage of participants who rated their satisfaction level as satisfactory or above (marked on a Likert scale from 1 to 5, with satisfactory being 4-5) are calculated and recorded. 6. **Qualitative Feedback:** Open-ended questions will be included in the surveys to collect qualitative feedback about what participants liked and what could be improved. 7. **Training Reports:** Training reports that document of all the above metrics is compiled and reviewed. 8. **Actionable Insights:** The feedback and satisfaction data to identify trends and areas for improvement are compiled. 9. **Digital Tools:** Digital platforms (e.g., Google Forms) will be used for collecting and analyzing survey data. 10. **Data Dashboards:** Existing data will power dashboards for real-time tracking and visualization of key metrics. | | | | |
| **DATA SOURCES** | | Attendance records, training agendas and materials, qualitative feedback, feedback, dashboards | | | | |
| **SMART OBJECTIVE #2 FOR YEAR THREE** | | By the end of the fiscal year, YSAs participating in the Successful Futures Initiative will design and deliver a series of three educational workshops focused on community providers, partners, and businesses that serve or impact Oklahoma children and youth in grades three through eight. These workshops will cover character development, physical activity, proper nutrition, or tobacco cessation/prevention. Participants will report a satisfaction rate of at least 90% as measured by post-workshop surveys. | | | | |
| **TRACKING MEASURES** | | **1. Workshop Completion Rate:** The number and percentage of planned workshops that are successfully designed and delivered within the targeted timeline (by the end of the fiscal year) will be tracked.  **2. Participant Attendance:** The number of participants at each workshop against the expected or registered number of community providers, partners, and businesses.  **3. Coverage of Key Topics:** Each workshop covers the specified topics: tobacco prevention, nutrition, physical activity, and Developmental Assets will be verified.  **4. Participant Satisfaction Rate:** Participant satisfaction rates through post-workshop surveys will be collected and analyzed. | | | | |
| **DATA SOURCES** | | Attendance records, training agendas and materials, qualitative feedback, feedback | | | | |
| **SMART OBJECTIVE #3 FOR YEAR THREE** | | Coordinators from each YSA participating in the Successful Futures Initiative will provide a minimum of two learning opportunities for parent groups with children and youth grades three through eight by the end of the fiscal year. These learning opportunities will cover a minimum of one of the following topics: Character development, physical activity, proper nutrition, or tobacco cessation/prevention. Participants will report a satisfaction rate of at least 90% as measured by post-workshop surveys. | | | | |
| **TRACKING MEASURES** | | 1. **Number of Learning Opportunities Offered:** Track the total number of learning opportunities provided to ensure that at least two sessions per site are conducted. 2. **Diversity of Topics Covered:** Record which topics are covered in each session to confirm that at least one of the specified topics is addressed during the learning opportunities. 3. **Participant Attendance:** Monitor the number of attendees at each learning opportunity compared to the number of invited or expected participants. 4. **Participant Satisfaction Rate:** Collect and analyze data from post-workshop surveys to determine the satisfaction rate. 5. **Feedback and Improvement Actions:** Gather qualitative feedback through surveys, direct comments, and possibly follow-up interviews or focus groups to understand participant perceptions and suggestions for improvement. | | | | |
| **DATA SOURCES** | | Google Forms-entered data, Attendance records, training agendas and materials, qualitative feedback, feedback | | | | |
| **SMART OBJECTIVE #4 FOR YEAR THREE** | | By the end of the fiscal year, each YSA participating in the Successful Futures Initiative will organize or participate in at least two interactive community engagement events that foster relationships between students, parents, and local businesses. These events will focus on showcasing key areas such as character development, physical activity, proper nutrition, or tobacco cessation/prevention, under the Successful Futures initiative.  Note: The intent is to attract at least 300 attendees per event, ensuring broad community involvement and enhanced visibility of initiative goals, objectives, and programs. However, the number of event participants may vary depending on the size of the community where the event is taking place. | | | | |
| **TRACKING MEASURES** | | 1. **Event Count and Participation:** The number of events organized or participated in by each site to ensure that at least two events are held. 2. **Attendee Numbers:** The number of attendees at each event to ensure that each attracts at least 300 participants are recorded. 3. **Content Delivery and Event Focus:** The topics covered at each event, ensuring they align with the initiative's key focus areas: nutrition, physical activity, and tobacco prevention life-skills, character education are monitored and documented. | | | | |
| **DATA SOURCES** | | Google Forms-entered data | | | | |
| **SMART OBJECTIVE #5 FOR YEAR THREE** | | By the end of the fiscal year, each YSA participating in the Successful Futures Initiative will organize or participate in at least two local community development events that will help site coordinators connect participants in grades three through eighth, and their families, with local resources that support tobacco prevention, healthy living, character education, and nutritional awareness.  Note: The intent is to engage at least ten local organizations, including health clinics, fitness centers, and community groups, to provide ongoing support and resources that enhance participants' well-being and personal development. | | | | |
| **TRACKING MEASURES** | | 1. **Number of Events Conducted**: Track the number of community development events organized or participated in by each site to ensure compliance with the minimum requirement of two events. 2. **Organization Engagement**: Count and document the number of local organizations involved in each event to ensure that at least ten different entities, such as health clinics, fitness centers, and community groups, participate. 3. **Participant Attendance**: Monitor the number of attendees at each event, focusing on the participation of students in grades three through eight and their families, to assess community engagement and interest. 4. **Quality and Relevance of Resources Offered**: Evaluate the types of resources and support provided by the participating organizations at each event, ensuring they align with the goals of tobacco prevention, healthy living, character education, and nutritional awareness. | | | | |
| **DATA SOURCES** | | Google Forms-entered data | | | | |
| **OBJECTIVE(S)** | **MAJOR ACTIVITIES** | | **COMPLETION** | **ANTICIPATED PRODUCT(S), DELIVERABLE(S)** | | **RESPONSIBLE PARTIES** |
| 1. By the end of the fiscal year, coordinators will deliver one in-service training opportunity at a minimum of one participating local school, designed for teachers, administrators, and school personnel. The training will cover a minimum of one of six key topics: Physical activity, nutrition, character education, tobacco cessation/prevention, life skills, and Developmental Assets. The program objective is to achieve at least a 95% attendance rate among the targeted staff and an 85% satisfaction rate on post-training surveys to assess the effectiveness of the training and participant engagement. | 1. **Relationship Building:** The local project staff will develop relationships with:  * Central office personnel * Board members * Principals * Teachers * Other school personnel   The intent is to open opportunities for in-service training that targets grades three through eighth grade educators. All in-services will align with the proposed project’s targets of character education, tobacco cessation, reducing obesity, promoting healthy lifestyles, and nutrition. Data will be collected monthly for compilation in quarterly, annual, then project benchmarks to include final report.   1. **Encourages Student Engagement**: Local project staff will create opportunities within the LEAs infrastructure that encourages student engagement with character building activities within the project framework construct. This goal can be accomplished in various ways specific to the individual agency, county, school district, and other determining factors. Common engagement strategies may include:  * Meeting with the local superintendent, school support services administrator, or other administration staff. * Meeting with local school-based administration, LEA teachers, teacher associations. | | June 30, 2025 | Expected documentation can include:   1. **Training Implementation Reports:** Documenting the execution and attendance of in-service training sessions for educators in grades three through eight, focusing on character education, tobacco cessation, nutrition, and promoting healthy lifestyles. 2. **Stakeholder Engagement Summary:** A detailed account of meetings and communications with school and district administrators, teachers, and board members to foster collaboration and buy-in for the project. 3. **Data Collection and Analysis Reports:** Regular updates (monthly, quarterly, and annual) that track and analyze the progress made towards the project’s benchmarks, including the effectiveness of the in-service trainings and student engagement activities. 4. **Final Project Evaluation:** A comprehensive final report assessing the overall success and impact of the project, including recommendations for future initiatives based on lessons learned and data collected during the project lifecycle. | | **Lead**: Local Agency Project Staff and Local Educational Agencies (LEAs) and Partners  **Others**: Project Director, External Evaluator |
| 1. By the end of the third quarter, YSAs participating in the Successful Futures Initiative will design and deliver a series of three educational workshops focused on community providers, partners, and businesses that serve or impact Oklahoma children and youth in grades three through eight. These workshops will cover tobacco prevention, nutrition, physical activity, and Developmental Assets. Participants will report a satisfaction rate of at least 90% as measured by post-workshop surveys. | 1. **Community Relationships:** The local project staff will develop relationships with community providers, partners, and businesses with a vested interest in, or whose target audiences are Oklahoman children and youth grades three through eight. All learning opportunities will align with the proposed project’s targets of character education, tobacco cessation, reducing obesity, promoting healthy lifestyles, and nutrition. Common engagement strategies may include:  * Meeting with local parent organizations. * Making connections through local community coalitions. | | June 30, 2025 | Expected documentation can include:   1. **Training Implementation Reports:** Documenting the execution and attendance of in-service training sessions for educators in grades three through eight, focusing on character education, tobacco cessation, nutrition, and promoting healthy lifestyles. 2. **Stakeholder Engagement Summary:** A detailed account of meetings and communications with school and district administrators, teachers, and board members to foster collaboration and buy-in for the project. 3. **Data Collection and Analysis Reports:** Regular updates (monthly, quarterly, and annual) that track and analyze the progress made towards the project’s benchmarks, including the effectiveness of the in-service trainings and student engagement activities. 4. **Final Project Evaluation:** A comprehensive final report assessing the overall success and impact of the project, including recommendations for future initiatives based on lessons learned and data collected during the project lifecycle. | | **Lead**: Local Agency Project Staff, Local Businesses, Community Providers, Faith-Based Organizations  **Others**: Local Agency Executive Directors or Designated Staff, Project Director, External Evaluator |
| 1. Coordinators from YSAs participating in the Successful Futures Initiative will provide a minimum of two learning opportunities for parent groups with children and youth grades three through eight by the end of the fiscal year. These learning opportunities will cover a minimum of one of the following topics: tobacco prevention, nutrition, physical activity, and Developmental Assets. Participants will report a satisfaction rate of at least 90% as measured by post-workshop surveys. | 1. **Parent Engagement:** The local project staff will develop opportunities to engage parents in common areas that may include:  * Faith-based organizations * Daycares/preschools * Parent-teacher organizations * Other similar programs   Documentation strategies will be utilized. Additionally, when speaking to parents/caregivers in venues that cater to children and youth outside of the scope of the grant’s focus, project staff will document the relationship to children and youth within the target audience. | | June 30, 2025 | Expected documentation can include:   1. **Training Implementation Reports:** Documenting the execution and attendance of in-service training sessions for educators in grades three through eight, focusing on character education, tobacco cessation, nutrition, and promoting healthy lifestyles. 2. **Stakeholder Engagement Summary:** A detailed account of meetings and communications with school and district administrators, teachers, and board members to foster collaboration and buy-in for the project. 3. **Data Collection and Analysis Reports:** Regular updates (monthly, quarterly, and annual) that track and analyze the progress made towards the project’s benchmarks, including the effectiveness of the in-service trainings and student engagement activities. 4. **Final Project Evaluation:** A comprehensive final report assessing the overall success and impact of the project, including recommendations for future initiatives based on lessons learned and data collected during the project lifecycle. | | **Lead**: Local Agency Project Staff, Parents, Parent Groups, Daycare, Head Start, Preschool, providers  **Others**: Local Agency Executive Directors or Designated Staff, Project Director, External Evaluator |
| 1. By the end of the fiscal year, each YSAs participating in the Successful Futures Initiative will organize or participate in at least two interactive community engagement events that foster relationships between students, parents, and local businesses. These events will focus on showcasing key areas such as nutrition, physical activity, and tobacco prevention, under the Successful Futures initiative. The intent is to attract at least 300 attendees per event, ensuring broad community involvement and enhanced visibility of initiative goals, objectives, and programs. | **Expanded Opportunities:** The local project manager will expand opportunities within the local community with targeted audiences of children and youth grades three through eight with the primary focus of imparting information specific to the proposed project’s targets of character education, tobacco prevention/cessation, reducing obesity, promoting healthy lifestyles, life-skills, and nutrition. | | June 30, 2025 | Expected documentation can include:   1. **Training Implementation Reports:** Documenting the execution and attendance of in-service training sessions for educators in grades three through eight, focusing on character education, tobacco cessation, nutrition, and promoting healthy lifestyles. 2. **Stakeholder Engagement Summary:** A detailed account of meetings and communications with school and district administrators, teachers, and board members to foster collaboration and buy-in for the project. 3. **Data Collection and Analysis Reports:** Regular updates (monthly, quarterly, and annual) that track and analyze the progress made towards the project’s benchmarks, including the effectiveness of the in-service trainings and student engagement activities. 4. **Final Project Evaluation:** A comprehensive final report assessing the overall success and impact of the project, including recommendations for future initiatives based on lessons learned and data collected during the project lifecycle. | | **Lead**: Local Agency Project Staff  **Others**: Local Agency Executive Directors or Designated Staff, Project Director, External Evaluator |
| 1. By the end of the fiscal year, each YSAs participating in the Successful Futures Initiative will organize or participate in at least two local community development events that will help site coordinators connect participants in grades three through eighth, and their families, with local resources that support tobacco prevention, healthy living, character education, and nutritional awareness. The goal is to engage at least ten local organizations, including health clinics, fitness centers, and community groups, to provide ongoing support and resources that enhance participants' well-being and personal development. | **Making Connections:** The local project manager will expand opportunities within the local community and community providers, partners, and other businesses with a vested interest in, or whose target audiences are Oklahoman children and youth grades three through eight, by participating in partnership meetings, local coalitions, health-fairs, and other related activities with the primary focus of imparting information specific to the proposed project’s targets of character education, tobacco cessation, reducing obesity, promoting healthy lifestyles, and nutrition and to create opportunities to connect children, youth, and families with needed services and resources within their communities. | | June 30, 2025 | Expected documentation can include:   1. **Stakeholder Engagement Summary:** A detailed account of meetings and communications with to foster collaboration and buy-in for the project. 2. **Data Collection and Analysis Reports:** Regular updates (monthly, quarterly, and annual) that track and analyze the progress made towards the project’s benchmarks, including the effectiveness of the in-service trainings and student engagement activities. 3. **Final Project Evaluation:** A comprehensive final report assessing the overall success and impact of the project, including recommendations for future initiatives based on lessons learned and data collected during the project lifecycle. | | **Lead**: Local Agency Project Staff  **Others**: Local Agency Executive Directors or Designated Staff, Project Director, External Evaluator |

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| **ORGANIZATION NAME: Oklahoma Youth Services Organization** | | | | **FISCAL YEAR: FY2025** |
| **PROJECT NAME: TSET Successful Futures** | | | | **GRANT PERIOD: Year 3 of 5** |
| **OVERAL PROJECT GOAL 3: Fair, equitable and accurate documentation will be provided for program activity.** | | | | |
| **SMART OBJECTIVE #1 FOR YEAR THREE** | | Ensure monthly monitoring and reporting of participant engagement in movement and exercise activities at least three times per week as prescribed by the lesson format. | | |
| **TRACKING MEASURES** | | 1. **Attendance Records:** Comprehensive logs that record the attendance of participants at each session. 2. **Activity Completion Reports:** Detailed reports that document the completion rates of assigned activities, with a target of achieving at least 85% completion across all sessions. 3. **Participant Feedback Forms:** Collection of feedback forms that assess participant satisfaction and engagement in each activity, helping to identify areas needing improvement. 4. **Progress Tracking Sheets:** Use of sheets or digital tools that monitor individual participant progress and engagement levels throughout the project. 5. **Engagement Analytics:** Analysis of engagement metrics derived from participation logs to quantify involvement. | | |
| **DATA SOURCES** | | Progress reports, monthly logs | | |
| **OBJECTIVE(S)** | **MAJOR ACTIVITIES** | **DEADLINE FOR COMPLETION** | **ANTICIPATED PRODUCT(S), DELIVERABLE(S)** | **RESPONSIBLE PARTIES** |
| By the end of the project year, ensure that participant engagement in movement and exercise activities, as well as creative projects, is monitored and reported monthly. The goal is to achieve at least 90% attendance and 85% activity completion across all sessions. This tracking will help identify areas for improvement and ensure that engagement strategies are effectively enhancing participant involvement | 1. **Interactive Program Design**:   Develop a diverse array of movement and exercise activities and creative projects that are specifically tailored to appeal to the interests and abilities of participants in grades three through eight. Ensure these activities are dynamic and engaging to maintain high levels of enthusiasm and participation.   1. **Comprehensive Staff Training**:   Provide thorough training for all facilitators and staff, focusing not just on the content delivery, but also on engagement Emphasize the importance of interpersonal skills and motivational techniques to help staff effectively encourage participation and completion of activities.   1. **Regular Data Review and Responsive Adjustment**:   Schedule monthly reviews of collected data to assess the effectiveness of the activities and the accuracy of the tracking. Use this data to make informed decisions about modifications to the program, addressing any areas of concern such as low attendance or completion rates. | June 30, 2025 | 1. **Monthly Engagement Reports:** Detailed monthly reports that capture data on participant attendance and activity completion rates. 2. **Data Analysis Summaries:** Periodic summaries within the current reporting system that analyze trends, patterns, and deviations in participant engagement data to help identify strengths and areas needing improvement. 3. **Improvement Action Plans:** Documented strategies and action plans developed in response to the data analysis, that address areas where engagement rates are below targets. 4. **Stakeholder Feedback Documentation:** Compiled feedback from participants and staff on the engagement activities, which will inform continuous improvement efforts. 5. **Final Year-End Review Report:** A comprehensive report at the end of the project year summarizing engagement outcomes, effectiveness of interventions, and recommendations for future initiatives based on the year’s findings and experiences. | **Lead**: Project Director, External Evaluator  **Others**: Local Agency Executive Directors or Designated Staff, Local Agency Project Staff, TSET Designee(s) |

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| **ORGANIZATION NAME: Oklahoma Youth Services Organization** | | | | | **FISCAL YEAR: FY2025** |
| **PROJECT NAME: TSET Successful Futures** | | | | | **GRANT PERIOD: Year 3 of 5** |
| **OVERAL PROJECT GOAL 4: Professional development, technical assistance, advocacy, and monitoring** | | | | | |
| **SMART OBJECTIVE #1 FOR YEAR THREE** | By the end of the fiscal year, the Oklahoma Association of Youth Services Project Director will establish and maintain technical assistance support through weekly Zoom calls for all project coordinators and provide one-on-one support as needed to 100% of participating contracted agencies.  Note: A detailed log will be maintained to record each instance of technical support, including date, duration, participating agency, and the nature of assistance provided. This log will serve as the primary measure to verify that every contracted agency receives the stipulated support consistently throughout the fiscal year. | | | | |
| **TRACKING MEASURES** | 1. **Date of Interaction**:   Record the date of each technical support session. This helps in tracking frequency and ensuring that support is provided consistently.   1. **Duration of Session**:   Note the length of each support session, whether it’s a group Zoom call or a one-on-one meeting. This indicates the depth of support provided in each instance.   1. **Type of Interaction**:   Specify whether the support was provided through a scheduled weekly Zoom call or through an as-needed one-on-one support session. This differentiation helps in understanding the nature and urgency of the support provided.   1. **Participating Agency**:   Identify which contracted agency received the support on each occasion. This ensures that all agencies are receiving equitable and necessary support.   1. **Topics Addressed or Nature of Assistance**:   Detail the specific topics discussed, or the type of assistance provided during each session. This helps in evaluating the relevance and impact of the support on agency needs.   1. **Action Items or Follow-Up Required**:   Record any follow-up actions agreed upon during the support sessions. This measure is crucial for tracking the implementation of solutions and ongoing support needs.   1. **Coordinator or Facilitator Notes**:   Include any observations or notes from the project director or any coordinating staff that might provide additional context or insights into the session's effectiveness or areas needing improvement. | | | | |
| **DATA SOURCES** | Digital meeting logs from Zoom, direct feedback collected from agency representatives during or after support sessions, internal reports generated by project staff summarizing each session, electronic records of email exchanges that provide additional support or follow-up actions. | | | | |
| **OBJECTIVE(S)** | | **MAJOR ACTIVITIES** | **DEADLINE FOR COMPLETION** | **ANTICIPATED PRODUCT(S), DELIVERABLE(S)** | **RESPONSIBLE PARTIES** |
| The Oklahoma Association of Youth Services Project Director will maintain technical assistance support through weekly Zoom calls for all project coordinators and provide one-on-one support as needed to 100% of participating contracted agencies.  Note: A detailed log will be maintained to record each instance of technical support, including date, duration, participating agency, and the nature of assistance provided. This log will serve as the primary measure to verify that every contracted agency receives the stipulated support consistently throughout the fiscal year. | | 1. **Scheduling and Conducting Weekly Zoom Calls:** Regularly scheduling and hosting weekly Zoom calls for all project coordinators to provide updates, guidance, and address any immediate concerns or questions regarding the Successful Futures initiative. 2. **One-on-One Support Sessions:** Offering personalized support sessions as needed targeting specific issues or providing detailed guidance to individual agencies requiring extra assistance. 3. **Providing Peer Review Summary to Agencies:** Once approved by the board, a summary of the peer review findings and any board decisions is prepared and distributed to the respective agency. | June 30, 2025 | 1. **Recorded Zoom Sessions:** Archived recordings of the weekly Zoom calls, ensuring that any project coordinator who cannot attend live can access the information at a later time. 2. **Meeting Summaries and Action Items:** Concise summaries of each Zoom call, capturing key points, decisions made, and action items assigned, distributed to all project coordinators for clarity and follow-up. 3. **Training Materials:** Development and distribution of training materials or guides that may arise from common issues or questions addressed in the Zoom calls or support sessions. These materials would help standardize responses and provide self-help resources for agencies. | **Lead**: OAYS Project Director  OAYS Staff  **Others**: Site-Based Coordinators  External Evaluator |

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| **ORGANIZATION NAME: Oklahoma Youth Services Organization** | | | | **FISCAL YEAR: FY2025** |
| **PROJECT NAME: TSET Successful Futures** | | | | **GRANT PERIOD: Year 3 of 5** |
| **OVERAL PROJECT GOAL 5: Agency Reach** | | | | |
| **SMART OBJECTIVE #1 FOR YEAR THREE** | | Starting July 1-June 30 of the fiscal year, each agency participating in the Successful Futures initiative will consistently engage with a minimum of 250 students each month through scheduled activities.  Note: Participant engagement will be documented and verified using Smartsheet to ensure accuracy. Monthly reports summarizing student engagement numbers will be reviewed by the Oklahoma Association of Youth Services Project Director and the external evaluator to confirm that each agency meets or exceeds this target, promoting active and sustained educational outreach as part of the project’s mission. | | |
| **TRACKING MEASURES** | | 1. **Enrollment and Attendance Logs**: Using digital platforms like Google Forms to document every instance of student participation in scheduled activities. This ensures that each student engagement is counted and recorded in real time. 2. **Monthly Reports**: Compiling detailed monthly reports that summarize the number of students engaged per agency. These reports would include total engagement numbers, types of activities conducted, and any deviations from the target. 3. **Verification Checks**: Performing regular audits on the data entered Google Forms or similar systems to verify accuracy and authenticity. This might include random checks of entry logs against actual attendance records. 4. **Progress Reviews**: Holding review meetings with agency heads, as needed, to discuss the data from the reports, understand any challenges faced, and strategize on improving engagement rates if they are below targets. 5. **Dashboard Metrics**: Developing a dashboard that provides real-time data visualization of engagement statistics across all agencies. This tool would allow for quick assessment and response to trends as they develop. | | |
| **DATA SOURCES** | | Google Forms data | | |
| **OBJECTIVE(S)** | **MAJOR ACTIVITIES** | **DEADLINE FOR COMPLETION** | **ANTICIPATED PRODUCT(S), DELIVERABLE(S)** | **RESPONSIBLE PARTIES** |
| Starting July 1-June 30 of the fiscal year, each agency participating in the Successful Futures initiative will consistently engage with a minimum of 250 students each month through scheduled activities.  Note: Participant engagement will be documented and verified using Smartsheet tracking to ensure accuracy. Monthly reports summarizing student engagement numbers will be reviewed by the Oklahoma Association of Youth Services Project Director and the external evaluator to confirm that each agency meets or exceeds this target, promoting active and sustained educational outreach as part of the project’s mission. | 1. **Enrollment and Attendance Logs**: Digital platforms like Google Forms to document every instance of participation in scheduled activities is documented. 2. **Monthly Reports**: Detailed monthly reports that summarize the number of students engaged per agency are compiled. 3. **Verification Checks**: Periodic audits on the data entered into Google Forms or similar systems to verify accuracy and authenticity. This includes random checks of entry logs against actual attendance records. 4. **Progress Reviews**: Review meetings with agency EDs, as needed, to discuss the data from the reports, understand any challenges faced, and strategize on improving engagement rates if they are below targets. 5. **Dashboard Metrics**: Dashboard development that provides real-time data visualization of engagement statistics across all agencies. | May 30, 2025 | 1. **Monthly Engagement Reports**: Detailed reports generated by each agency that summarize the number of students engaged, the types of activities conducted, and any notable achievements or issues. These reports would also include comparisons to previous months to track trends and improvements. 2. **Verification Audit Summaries**: Periodic summaries of the verification checks conducted on the data entered into the tracking system (Google Forms) to ensure accuracy and authenticity. 3. **Participation Dashboards**: Real-time dashboards updated with engagement data from all participating agencies. 4. **Impact Reports**: An in-depth report provided throughout and at the end of the fiscal year, summarizing the overall effectiveness of the initiative, including both quantitative metrics and qualitative feedback. 5. **Resource Utilization Reports**: Reports detailing how resources were allocated and utilized throughout the initiative, ensuring transparency and effective use of funds. | **Lead:** Local Project Coordinators  Agency EDs  OAYS Project Director  OAYS Staff  **Others:** External Evaluator |