Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

NAME OF LEA OR ORGANIZATION	Health and Science Innovations, Inc
ADDRESS	2060 N Shadeland Ave. Suite 110 Indianapolis, IN 46219
COUNTY	Marion
NAME OF CONTACT PERSON	Taylor N. Segally
TITLE	Research & Development Manager
PHONE NUMBER	317-544-0131
EMAIL	taylor.segally@scienceinnovations.org
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Dr. Luis A. Palacio, P.E. Executive Director & CEO
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	lpalacio@scienceinnovations.org

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
Belzer Middle School, MSD of Lawrence Township (5330)	73%	C	60	7th-8th
Fall Creek Valley Middle School, MSD of Lawrence Township (5330)	64%	C	60	7th-8th

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Belzer Middle School, MSD of Lawrence Township (5330)	7555 E. 56th St.	Indianapolis, In 46226 Marion County
Fall Creek Valley Middle School, MSD of Lawrence Township (5330)	9701 E. 63rd St.	Indianapolis, In 46326 Marion County

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

TOTAL GRADE LEVEL(S) TO BE SERVED	**7TH AND 8TH**
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA	**PRIORITY AREA: STEAM**
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS	**AFTER-SCHOOL** **MONDAY-THURSDAY 3:45-6:15 P.M.** **FRIDAYS (OCCASIONAL FAMILY EVENTS)**
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	**NO**

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

o It has the necessary legal authority to apply for and receive the proposed subgrant;
o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
o The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
o The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
o The subgrant program will take place in a safe and easily accessible facility;
o The subgrant program will be carried out as proposed in the application;
o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
o The subgrant program will utilize an evidence based curriculum that includes professional development;
o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
o The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
o The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
o The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or   voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See
  http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- o The subgrant program certifies that if it has expended $750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Health & Science Innovations, Inc.

_____

Applicant Name (LEA or Organization)

_____   8/12/2020
                                                    _____

Authorized Signature   Date

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

MEMORANDUM OF UNDERSTANDING between Metropolitan School District of Lawrence Township and Health and Science Innovations.

The **Metropolitan School District of Lawrence Township**, hereinafter referred to as **MSDLT**, and the **Health and Science Innovations**, hereinafter referred to as **HSI**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Afterschool Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **Health and Science Innovations** from the Indiana Department of Education.

Metropolitan School District of Lawrence Township and Health and Science Innovations desire to work cooperatively to build a collaborative program model to the delivery of services to youth and families as part of the cohort 10 proposal process for the 21st Century Community Learning Program administered by the Indiana Department of Education. MSDLT and HSI will implement effective strategies for academic achievement, positive youth development, and STEAM education as part of the Afterschool Program at Belzer Middle School and Fall Creek Valley Middle School.

PURPOSE
The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Afterschool Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES
Metropolitan School District of Lawrence Township (MSDLT) agrees to the following:

1. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at Belzer and Fall Creek Valley Middle Schools and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Belzer and Fall Creek Valley Middle Schools. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.

2. Work collaboratively with HSI to identify high-priority student participants and to meet needs of youth served in the program.

3. Develop common confidentiality guidelines to share information between MSDLT and HSI to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.

4. Maintain coordination of other agencies and service providers with HSI including coordination of the advisory committee.

5. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

6. Assist with coordination of safe transportation of youth home following the 21st CCLC Afterschool Program. This includes providing HSI with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.

7. Secure non-21st CCLC funding for the delivery of USDA approved daily snack and evening meal through the School Nutrition Program managed by the IDOE.

8. Provide access to necessary student assessment and achievement data including but not limited to: grades, ILEARN, NWEA, 21st CCLC Teacher Survey, Parent/Teacher Conference Attendance, Student Attendance and Discipline Reports.

Health and Science Innovations (HSI) will:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Afterschool Program.

2. Provide a parent sign-up table and Health and Science Innovations representative at each 21st CCLC program site's School Registration Days.

3. Provide a full-time Program Director to oversee Site Coordinators and to support their collaborative work with school administrators and Health and Science Innovations partner agencies. The Program Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by HSI and employed in the Afterschool Program, as described in the Program Director job description.

4. Provide up to four Youth Development Professionals at each site for a minimum of 3 hours a day x 130 days to provide academic enrichment, healthy lifestyles and character development program and STEAM activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.

5. Provide one part-time Site Coordinators at each Afterschool Program site (Belzer and Fall Creek Valley Middle Schools) for 3 hours per day, four days per week, for a minimum of 130 days

6. Deliver services as an Afterschool Program from 3:45 PM to 6:30 PM at Belzer and Fall Creek Valley Middle Schools on designated days of program's operation.

7. Contract with a local external evaluator and be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed project evaluators (local and State).

8. Designate a HSI employee to coordinate the Advisory Group (School Improvement/Schoolwide Planning Committee) for the program. Additional HSI employees may be asked to serve on the advisory committee.

9. Contract with and oversee additional program providers to the Afterschool Program.

10. Be responsible for general program coordination, including set-ups & clean-up and first aid.

TERMS
The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **July 31, 2025**. This MOU may be reviewed and revised by both parties prior to the start of each school year including the 2021-22 school year. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.
This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE
This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS
Amendments to this MOU may be made with the mutual written agreement of both parties.

HOLD HARMLESS/INDEMNIFICATION
Metropolitan School District of Lawrence Township agrees to indemnify, defend and hold harmless Health and Science Innovations, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands,

expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Metropolitan School District of Lawrence Township. It is understood that such indemnity shall survive the termination of this Agreement. Health and Science Innovations agrees to indemnify, defend and hold harmless Metropolitan School District of Lawrence Township, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Health and Science Innovations. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, HSI shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS ($1,000,000). Metropolitan School District of Lawrence Township, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with Metropolitan School District of Lawrence Township before commencement by Health and Science Innovations of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Health and Science Innovations. A certificate of insurance showing compliance with these requirements shall be filed with Health and Science Innovations.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

CRIMINAL BACKGROUND CHECKS

Health and Science Innovations shall conduct a criminal background check of its employees, volunteers and subcontractors and, upon receipt of those checks, certify to MSDLT that no employee of the contractor working with youth and parents of MSDLT has been convicted of a violent or serious felony as defined by statute. HSI shall not permit any employee to have any such contact with a student of MSDLT until such certification has been received by MSDLT. HSI shall supply MSDLT with a list of names of those employees who are cleared to work with youth and parents of the district. MSDLT will also conduct criminal

background checks on HSI employees working to support its Afterschool Programs.

WRITTEN NOTICE
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS
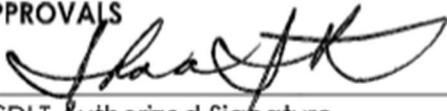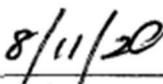
_____   8/11/20
MSDLT Authorized Signature   Date

_____   8/11/2020
HSI Authorized Signature   Date

Dr. Shawn A. Smith   Luis A. Palacio, P.E., Ph.D.
Superintendent   Executive Director & CEO
MSD Lawrence Township   Health & Science Innovations, Inc.

MEMORANDUM OF UNDERSTANDING between Health and Science Innovations and Indiana Youth Institute

Health and Science Innovations, hereinafter referred to as **HSI**, and The **Indiana Youth Institute**, hereinafter referred to as **IYI**, and enter into this Memorandum of Understanding (MOU) for the express purpose of IYI serving as the local evaluator for the 21st Century Community Learning Center Afterschool Program proposed by HSI and the The **Metropolitan School District of Lawrence Township**, hereinafter referred to as **MSDLT**, and the It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **Health and Science Innovations** from the Indiana Department of Education.

The Indiana Youth institute partnered with HSI in the development of the proposal through a contracted consultant and was very involved in the development of the evaluation plan and performance measures.

HSI Responsibilities: HSI will contract with the Indiana Youth Institute (IYI) to act as the local evaluator. The local evaluator is a defined responsibility in the 21st CCLC RFP and a requirement. HSI will set aside a minimum of 6% of the proposed budget for the evaluation services of IYI.

Additional HSI Responsibilities:
- Secure access to MDSLT statistics related to grades and academic achievement
- Provide access to programming for site visits, focus groups, and surveying
- Update Indiana Department of Education 21st CCLC data systems and client tracking systems.
- Provide access and password for IYI consultant or staff to access program data uploaded on IDOE website

IYI Responsibility: IYI will assign a staff person(s) or professional consultants(s) with expertise in developing and implementing evaluation plans for afterschool programs. The Indiana Youth Institute has extensive experience in school based evaluations and youth focused outcomes. In addition, specific IYI consultants have experience in 21st century learning centers data collection and continuous quality improvement Including the IN-QPSA process as outlined in the evaluation plan section of the RFP.

Additional IYI Responsibilities
- Provide annual evaluation plan in fall
- Provide annual evaluation report in summer

- Assist in developing annual reports to DOE
- Participate or lead IN-QPSA
- Participate in Advisory Council

TERMS

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **July 31, 2025**. This MOU may be reviewed and revised by both parties prior to the start of each school year including the 2021-22 school year. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

Amendments to this MOU may be made with the mutual written agreement of both parties.

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS
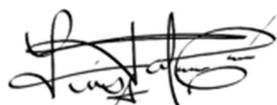
_____   8/12/2020
HSI Authorized Signature   Date
Dr. Luis A. Palacio, P.E.
Executive Director & CEO

_____   8/10/20_____
IYI Authorized Signature   Date

Indiana DEPARTMENT OF EDUCATION

21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health & Science Innovations   met with   Heritage Christian School   on   07/10/2020 in consultation for participation in a 21st CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Brenda Klingerman
_____
Non-Public School Representative

Brenda Klingerman
Brenda Klingerman (Jul 10, 2020 12:07 EDT)
_____
Signature

Dr. Luis A Palacio, P.E.
_____
Applicant Representative

_____
Signature

Indiana DEPARTMENT OF EDUCATION

21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health & Science Innovations met with Horizon Christian School on 07/10/2020 in consultation for participation in a 21st CCLC initiative in Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☑ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Rebecca Thomasson
Non-Public School Representative

Rebecca Thomasson
Signature

Dr. Luis A Palacio, P.E.
Applicant Representative

Signature

Indiana DEPARTMENT OF EDUCATION — 21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☒ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health and Science — met with _Fortune Academy_ on _Jul, 09, 2020_
<Non-Public School Name> on <Month/Date/Year>

in consultation for participation in a 21st CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☒ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Vanessa Coles
Non-Public School Representative

Vanessa Coles
Signature

Dr. Luis A Palacio, P.E.
Applicant Representative

Signature

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Indiana DEPARTMENT OF EDUCATION   **21ˢᵗ CCLC**

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☒ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health and Science   met with   Holy Cross Lutheran School   on   07/10/2020
in consultation for participation in a 21ˢᵗ CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☐ No, we do not wish to participate

☒ Yes, we wish to participate and request further consultation

Marti DeFord
Non-Public School Representative

Marti DeFord
Signature

Dr. Luis A Palacio, P.E.
Applicant Representative

[signature]
Signature

Indiana DEPARTMENT OF EDUCATION · 21ˢᵀ CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health and Science   met with ⸱ Cornerstone Baptist Academy   on   07/10/2020
in consultation for participation in a 21ˢᵗ CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Dr. Tina M Scheidler
Non-Public School Representative

Dr Tina M Scheidler
Signature

Dr. Luis A Palacio, P.E.
Applicant Representative

Signature

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Indiana DEPARTMENT OF EDUCATION

21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health and Science   met with   St. Lawrence Christian School   on   07/10/2020

in consultation for participation in a 21st CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☐ No, we do not wish to participate

☒ Yes, we wish to participate and request further consultation

Sarah Jean Watson _____

Non-Public School Representative

Sarah Jean Watson (signature) _____

Signature

Dr. Luis A Palacio, P.E. _____

Applicant Representative

_____ (signature)

Signature

Indiana DEPARTMENT OF EDUCATION   **21ˢᵀ CCLC**

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health & Science Innovations   met with   Turning Point School   on   07/10/2020

in consultation for participation in a 21ˢᵗ CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☒ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

LaQuila Dunn
Non-Public School Representative

[signature]
Signature

Dr. Luis A Palacio, P.E.
Applicant Representative

[signature]
Signature

![Indiana Department of Education — 21ST CCLC]

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Health & Science Innovations   met with · Worthmore Academy   on   07/10/2020

in consultation for participation in a 21st CCLC initiative in   Lawrence Township

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☑ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Brenda J Jackson
Non-Public School Representative

Signature

Dr. Luis A Palacio, P.E.

Applicant Representative

Signature

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

PROGRAM ABSTRACT

There is an expectation for middle school students to have an idea of the career they would like to pursue in the future. Unfortunately, the resources and opportunity for openly exploring career interests with similar-minded peers is not always in place. With the heavy middle school curriculum and pressure to be independent, these students need access to engaging activities and mentorship to shape them into successful professionals, innovators, and team players who are prepared to enter the workforce.

MSD of Lawrence Middle Schools need a learning environment where they are encouraged to create and innovate. They need mentors and volunteers who have the life experience to support and empower them, especially at this influential age. Since 2012, Health & Science Innovations has been committed to promoting STEM education and excellence. We are proposing an afterschool program with a target of 120 regularly attending participants (RAP) with outcomes focused on academic achievement, improved classroom behavior, 21st Century Learning Skills, and increased STEAM awareness and knowledge.

The Innovation Boulevard Afterschool Program, an initiative of 21st Century Community Learning Centers, will provide middle school students at Belzer and Fall Creek Middle Schools the skills needed to achieve a bright future. This program is open to all middle schoolers, but aims to serve underserved and underrepresented students. We expect to serve students who struggle socially, lack foundational skills, or do not belong to a club or sport. Students at Belzer and Fall Creek Valley Middle Schools face many challenges to academic achievement and success that are typical in an urban school district. This section illustrates the need for additional afterschool support for these students to help them succeed.

- Belzer and Fall Creek Middle Schools' ILEARN proficiency in both ELA and Math rates are below the state average by 8-15 percentage points in ELA, Math, and the combined ELA/Math Proficiency.
- The Middle Schools serve a great number of lower-income students as measured by free and reduced rates at Belzer of 73% and Fall Creek Valley at 64%.

Our design of the afterschool programs at Belzer and Fall Creek Valley Middle Schools was heavily influenced by the following considerations:

1) An understanding of best practices and evidence-based programming for middle schoolers should provide a variety of programming that engage youth and build their self-esteem, resiliency, and other social and emotional learning. At the same time, the programs should enhance and support student learning from their daytime instruction.
2) Significant alignment with the Indiana Academic Standards and the Indiana Afterschool Network Standards for Afterschool Programs
3) Strong emphasis on project-based learning that includes targeted and measurable skill development
4) Provide for individual choice of programming elements for the students and their families allowing them to choose the balance of homework help and other activities.
5) Age-appropriate college and career readiness programming including volunteers from various community partners and employers
6) The schedule of activities should include a heavy rotation of different Science, Technology, Engineering and Math programming including Health & Science Innovation's Tech Literacy and IDEAA (Innovation, Design, Engineering, Advanced-Manufacturing, Automation) programs

The afterschool program will operate on a weekly schedule of 10 hours a week with a 2.5-hour daily schedule on Monday-Thursday for a total of 130 days starting August 23, 2021, through May 19, 2022.

Each four-week rotation will provide families with the option of up to two sessions of homework assistance daily, a sports, games, and physical activity session on most days, a STEAM club or activity, and a weekly cultural awareness program. The table following the weekly schedules includes more details about the specific clubs and activities.

HSI is the fiscal agent and program operator and will be hiring the afterschool staff and managing the scope of the project. MSDLT will be providing programming space, meals, transportation, data collection and other administrative support as an in-kind contribution. HSI and MSDLT have longstanding partnerships with many providers that will offer supplementary programming through HSI. Our program design relies heavily on an introductory interest survey from parents and students at the beginning of the year. These surveys will drive the scheduling of additional STEAM, culture, and other programming.

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

PROGRAM QUALIFICATION

1. Minimum Qualifications

As specified in the RFP, both primary schools to be served by the 21st CCLC program in the proposal have more than 40% of their students enrolled in the Free and Reduced Meal Program.

School Name	Total Enrollment	School Performance Grade	Free and Reduced Meal Rate
Belzer Middle School	1179	C	73%
Fall Creek Valley Middle School	1371	C	64%

2. Origin of Partnership:

This proposal is a result of many years of interaction and program development between Health and Science Innovation and the Metropolitan School District of Lawrence Township.

Since 2012, Health & Science Innovations (HSI) has been improving lives through education and innovation; unlocking the untapped potential of human capital; and empowering individuals to tackle the challenges of today and tomorrow. Our mission is to promote research and development of new technologies, and facilitate networking opportunities among health, science and engineering students, educators, and professionals. Our vision is to develop a new generation of innovators that can confidently meet the challenges of today and the future. Our mission and vision are guided by our values: Integrity; Equity; Diversity, Inclusion & Belonging; Curiosity & Innovation; Education; and Excellence.

HSI is dedicated to high quality transformational work. Our direct local impact is now having an indirect global impact on millions of people through our alumni. HSI's motto is to "put your education to work", thus our programs are highly complementary to what children learn in school. Partnering with MSDLT at the middle school level, is a highly synergistic fit: MSDLT doesn't have a formal afterschool program; it has been observed that many students are at a disadvantage due to stemming loss between 6th grade and 9th grade, which leads to disengagement or lack of interest in STEM by the time many of them reach high school; MSDLT's McKenzie Center for Innovation and Technology is a destination to further STEM education and skills when students transition to 9th grade. Because of the diverse population cultural roots and awareness will be an important component in the afterschool program for youth development, and for families to become more engaged with the education of their kids.

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

Latino STEM Clubs

The HSI relationship with MSDLT started in 2018 as Dulce Vega (who worked for La Plaza at that time) invited HSI to be part of the pilot for the Latino STEM Clubs at Lawrence North (LN) and Lawrence Central (LC) high schools. They had registered 25 Latino students at LN and 15 students at LC, all students were 9th and 10th graders. The club met every other week and speakers would provide a 1 to 2-hour session on STEM. HSI provided one STEM workshop for each of the schools.

Identifying Additional Needs

In late 2018 or early 2019. Ms. Vega had been hired by MSDLT and arranged an introductory meeting between Dr. Luis A. Palacio, P.E., CEO of HSI, and Erika Tran, Assistant Director of ELL at MSDLT. During this meeting and subsequent meetings, the group discussed and brainstormed on how to better serve Latino families, how to provide a better transition between 6th grade and 7th grade, and how to sustain the children's interest in STEM before they lost interest between 7th and 9th grade. One of the ideas was to bring HSI's Tech Literacy program (which was serving IPS #14 and IPS #15 schools at the time) to MSDLT after school and involve families in the program. The limitation was funding for such a program. HSI's action item became to search for funding opportunities with the goal of not only serving Latino families, but to serve a diverse group of students who face socioeconomic adversity or who are traditionally underrepresented in STEM.

21st CCLC Opportunity

The 21st CCLC grant is perfect for advancing this work because it provides enough seed funding for us to offer a holistic set of activities that will greatly enhance the development and empower students to have increased confidence in themselves when advancing to high school and college; and because it would allow us to not only serve Latino families, but all families who are socioeconomically challenged. Ms. Tran and Ms. Vega helped guide the development of this proposal with Dr. Palacio and other staff at Health & Science Innovations.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

Health & Science Innovations has never received 21st CCLC funding meeting one of the criteria for five priority points.

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

NEED FOR PROJECT

1. Data Evidence

Students at Belzer and Fall Creek Valley Middle Schools face many challenges to academic achievement and success that are typical in an urban school district. This section illustrates the need for additional afterschool support for these students to help them succeed and the gaps in opportunities that our program seeks to fill.

- Belzer and Fall Creek Middle Schools' ILEARN proficiency in both ELA and Math rates are below the state average by 8-15 percentage points in ELA, Math, and the combined ELA/Math Proficiency.
- The Middle Schools serve a great number of lower-income students as measured by free and reduced rates at Belzer of 73% and Fall Creek Valley at 64%.
- The populations at both schools are very diverse with a majority of the students reporting being Black, Hispanic, or Multi-racial. (Belzer: 85%. Fall Creek Valley: 76%)
- 10% of the student population are English Language Learners and have few, if any, afterschool opportunities that include inclusive instructors, programming, and family events.
- Out-of-School Suspension Rates are three and four times higher at Belzer and Fall Creek Valley than the state average.
- Current afterschool programming is very limited. Most activities are once a week for one hour. Homework help is limited to two hours a week. Our proposal would increase options to two hours a day, four days a week (a 400% increase in offering).
- Only 16% of Belzer parents reported their child participated in an extracurricular STEM program in 2020. There are very few opportunities for students to participate in short-term STEM programs in balance with other clubs such as cooking, world cultures, sports, arts and crafts.
- Many of the students lack the basic technology skills and knowledge required for STEM-related high-school courses or better employment opportunities.
- There is strong alignment with the goals of afterschool program and the school improvement plans including decreasing the achievement gap between student groups, increasing ILEARN proficiency rates, increasing attendance, increasing STEM opportunities, and increasing family engagement.

Student Achievement Data: ILEARN

As indicated in the table bellows, the academic achievement of the students at Belzer and Fall Creek Middle School lag behind the state average as measured by the ILEARN statewide test in 2018-19

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

ILEARN PROFICIENCY RESULTS 2018-19						
School Name	Grade 7 ELA Proficient %	Grade 8 ELA Proficient %	School ELA Proficient %	Grade 7 Math Proficient %	Grade 8 Math Proficient %	School Math Proficient %
Belzer Middle School	38.8%	38.8%	38.8%	29.6%	24.4%	26.9%
Fall Creek Valley	39.4%	43.0%	41.2%	29.5%	23.7%	26.6%
State Average	49.7%	50.7%		42.0%	38.0%	

ILEARN PROFICIENCY RESULTS 2018-19			
School Name	Grade 7 ELA & Math Proficient %	Grade 8 ELA & Math Proficient %	School ELA & Math Proficient %
Belzer Middle School	25.4%	20.6%	22.9%
Fall Creek Valley Middle School	26.7%	22.3%	24.5%
State Average	35.5%	33.0%	

Demographic Data

School Name	Total Enrollment	Free and Reduced Meal Rate	English Language Learners %	Special Education %
Belzer Middle School	1179	73%	10.52%	15.52%
Fall Creek Valley Middle School	1371	64%	10.07%	13.57%

School Name	American Indian, Asian, Native Hawaiian or other Pacific Island	Black	Hispanic	Multi-Racial	White
Belzer Middle School	1%	49%	27%	8%	15%
Fall Creek Valley Middle School	1%	43%	28%	5%	23%

As children move into middle school, those who are socioeconomically challenged are most likely to stagnate in their development of STEAM skills that are crucial for success in high school, college, and career. At the same time STEM careers are still a path out of poverty and into self-sustaining jobs. This is a time when families who can afford afterschool

programming and tutoring take advantage of these two wonderful years in a young mind's life to advance them as much as possible to reap the benefits of summer internships, to access the opportunities offered by AP courses in high school, and to strengthen their employability skills.

Unfortunately, the lack of opportunities for families who can only afford just enough clothes, or the next day meal, or who can only add one gallon of gas to their vehicle at a time, or who struggle to pay the utility bills just deepens the gap that separate those who will fully participate in the economy when they reach adulthood, and those who will continue to struggle in the cycle of poverty. Historically, those who are affected by socioeconomic adversity, at a disproportional rate, are families who are Black, Hispanic, Native Americans, and Multi-Racial. We will be working hard and intentionally to lift as many families as possible and try to offer their children a brighter future.

Attendance Data: 2018-19 School Year				
School Name	Model Attendees	Persistent Attendees	Improved Attendees	Chronic Absenteeism
Belzer Middle School	64.5%	53.9%	9.5%	14.2%
Fall Creek Valley Middle School	62.4%	51.8%	7.5%	14.8%
STATE AVERAGE	65.3%	61.9%	18.3%	13.7%

School Name	In-School Suspension 2018-19	Out-of-School Suspension 2018-19	Expulsions 2018-19	
Belzer Middle School	31.3%	19.3%	.01%	
Fall Creek Valley Middle School	3.1%	23.5%	.04%	
STATE AVERAGE	4.8%	6.3%	.02%	

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

2. Current Afterschool Programming

The following tables detail the clubs available before the COVID-19 stay-home order during the 2019-20 school year.

Belzer Middle School			
Club	**Frequency**	**Estimated # of Students**	**Expansion with 21st CCLC**
Homework Club(s)	Two groups, one day a week	36	Expand to four days a week
Art Club	One day a week	34	Additional programming
French Club	Two times a month	30	Continuing with programming related to World Explorer Club
Arts and Crafts Club	One day a week	34	Possible expansion to more offerings, additional outside groups
Chess Club	One day a week	16	Add more students, and add tournaments or tournament participation.
Cooking Club	One day a week	105 (maybe duplicated)	An incredibly popular club with a waiting list. Add recipes from around the world, invite local restaurants to participate.
Builder's Club	Two days a month	5	Expand
Robotics Club	One day a week	34	Expansion to offer auxiliary robotics sessions that provides industry skills in addition to preparing students to become more competitive.
Makerspace Club	TBD	28	Will be incorporating makerspace into afterschool program

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Fall Creek Valley Middle School			
Club	**Frequency**	**Number of Students**	**Expansion with 21st CCLC**
Drill Team/Dance club	2 times a week	Est. of 100 students involved in clubs	Continue with possible additional frequency and performances for family nights
Homework Club(s)	2 groups, one day a week		Expand to four days a week
Book Club	1 day a week		Possible expansion to multiple days
Speech Team	1 day a week		Additional students, and tournaments.
Latino Club	2 days a month		Possible weekly club meetings, extensive Latino cultural activities planned for afterschool arts, culture, and professional development. Involvement of the Society of Hispanic Professional Engineers.
Chess Club	2 days a month		Continue
Robotics	2 days a week (one night, one morning)		Expansion to offer auxiliary robotics sessions that provides industry skills in addition to preparing students to become more competitive.
Dungeons and Dragons	1 day a week		Continue

3. Enhance or Expand

In the table above, the column to the right describes how the current programming will be incorporated into the 21st CCLC umbrella. This is important for many reasons, but primarily because in order to achieve academic improvement, behavioral improvement, and continue to develop and inquisitive mind; it is better to have a coordinated and holistic approach for the students and families. This coordinated approach will also promote a sense of purpose and

belonging, improve engagement, and develop an appetite for returning to school and learning for students served.

Programming will expand from 1 hour a week (on average) to 2.5 hours a day, four days a week. Many of the clubs meet at the same time which forces a student to choose only one club. The expanded schedule will allow more time slots for clubs with fewer overlapping sessions. Our four-week scheduling cycle will also allow for students to participate in various activities without committing to a club for the full year.

We are especially hopeful that offering homework help on a four-day a week schedule will provide a more substantial academic support than the current one-day a week model. Family nights will also be an expansion from the current programming.

4. Identified Needs
Alignment with School Improvement Plans

During discussions with the principals at Belzer and Fall Creek Valley Middle School, there was consensus about the strong linkage between the goals of the afterschool program and the needs of middle school student. Specifically, there is strong alignment with each of the school's improvement plans.

- Decrease the achievement gap by 5% between all ESSA subgroups.
- Growth of 5% in the number of students meeting grade level benchmarks at midyear and end of year assessments.
- Increase in ILEARN proficiency rate in math and ELA by 3% annually.
- Student attendance of 96% or greater.
- Reduce the total instances of suspension (both in school and out of school) by 10% from last year's totals.
- Become renewed as an Indiana STEM Certified School. (Belzer only)
- Goal of increasing the connection with the community through bringing speakers into the schools and bringing the students.

Belzer's School Improvement Plans specifically mentions increasing student supports through Afterschool Clubs

- Homework Club to support academic achievement in smaller setting outside the school day
- Allow for extracurricular involvement and exploration of interests
- Promote a deeper connection to the school
- Promote social experiences appropriate for adolescents

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Fall Creek Valley's Improvement Plan includes strategies to address cultural competency and parent involvement that will be significant parts of the afterschool program.

The partnership discussion between HSI and the MDSLT started with the observation of parents and staff about the lack of quality afterschool programming for middle schoolers in MSDLT, especially with a focus attention on age-appropriate STEAM programming. The expressed interest was for programming that was exciting for the students while also providing opportunities for development of 21st Century Learning Skills.

The current afterschool programming allows for 1 or 2 hours of club meetings generally about once a week. School staff has noticed that on non-club nights many students are not going home but finding other places to hang-out. This is especially significant on game nights students will be returning to the school a couple hours after dismissal. Our afterschool program would provide a safe learning environment for those students.

Belzer Middle School 2019-20 Survey of Parents (n=69): STEM

- Only 39% of parents surveyed agreed with the statement that their child regularly engages in STEM work as part of his or her classes. Additional afterschool STEM programming will increase the number of students will regular engagement with STEM.
- 47% of the parents surveyed agreed that their student was a STEM career that they were interested in pursuing. Additional STEM programming and connections to external STEM professionals will help those students plan and expand the number of students interested in STEM.
- Only 26% of the parents surveyed agreed that their student kept them informed about STEM activities that they are involved with at the school. Our family nights will include special STE(A)M showcases with students demonstrating their new skills in Science, Technology, Engineering, Art, and Math.
- ***Only 16% of parents reported their student was involved in an extracurricular STEM program.***

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

PARTNERSHIPS

1. Project Collaboration

HSI is the fiscal agent and program operator and will be hiring the afterschool staff and managing the scope of the project. MSDLT will be providing programming space, meals, transportation, data collection and other administrative support as an in-kind contribution. HSI and MSDLT have longstanding partnerships with many providers that will offer supplementary programming through HSI. Our program design relies heavily on an introductory interest survey from parents and students at the beginning of the year. These surveys will drive the scheduling of additional STEAM, culture, and other programming

2. Identify Partners

As discussed in the Program Qualifications section, HSI and MSDLT have a long history of working together to find solutions for the MSDLT students. The 21st CCLC grant is perfect for advancing this work because it provides enough seed funding for us to offer a holistic set of activities that will greatly enhance the development and empower students to have increased confidence in themselves when advancing to high school and college; and because it would allow us to not only serve Latino families, but all families who are socioeconomically challenged. Ms. Tran and Ms. Vega helped guide the development of this proposal with Dr. Palacio and other staff at Health & Science Innovations. The attached MOU details how this partnership will build on the strengths of HSI's STEAM programs and the unmet needs of MSDLT students and the capacity of the schools to host the afterschool programs.

Partner Selection
Partners are selected based with input from students, teachers and parents as to which type of program curriculum they would like to engage in. Preference is given to partners who are able to contribute in-kind, or who are highly synergistic with HSI with the goal of being more efficient and effective with the use of the combined resources.

Additional Non-Public School Partners
As noted in the Non-Public School Consultation Forms Section at the beginning of this proposal. Six schools have indicated an interest in participating in the program. The COVID-19 pandemic and the need for the public and non-public schools to focus on plans for the 2020-21 school year took precedence over developing detailed plans for how the non-public schools will partner with HSI and the two MSDLT middle schools. In general, the program will be open to students at the following schools to attend either of the programs sites.

- Horizon Christian School
- Fortune Academy
- Holy Cross Lutheran School

- St. Lawrence Christian School
- Turning Point School
- Worthmore Academy

Number of participants and other details (e.g. logistics) will be discussed after receipt of the grant.

Additional Programming Partners

HSI and MSDLT have long-standing partnerships with a wide-variety of program providers that we will call upon to supplement the programming offered through HSI. Because it is important to us that the families have a voice in the selection of afterschool activities beyond our core offerings; our program design relies heavily on a beginning of the year interest surveys of students and parents. These interest surveys will drive the scheduling of additional STEAM, culture, and other programming.

STEM Partners

Partner	Expansion with 21st CCLC
The STEM Connection	Provide professional development sessions for staff. 10% in-kind.
STEM Scouts	Provide STEM workshops and demonstrations at low to no cost.
Creators Camp	Provide STEAM workshops with at least a 10% in-kind contribution.
1st Maker Space	Provide STEAM workshops and share equipment resources. At least a 10% in-kind contribution on services and equipment.
Society of Hispanic Professional Engineers	Provide bilingual (English and Spanish) STEM workshops and volunteers at no cost.
Higher Education Institutions (e.g. IUPUI, Ivy Tech, St Joseph College, Marian University, University of Indianapolis, Butler University)	Provide STEM workshops and volunteers at no cost. Provide sessions on college readiness and career pathways.
DirectEmployers Institute	Provide STEAM workshops with at least a 10% in-kind contribution.

Arts and Culture

Partner	Expansion with 21st CCLC
Ballet Folklorico Masaicos	Provide Mexican folklore and dance sessions for the students. Some sessions at no cost.
Arte Mexicano en Indiana	Provide culture and arts sessions for the students. Some sessions at low to no cost.
SADCO (Sociedad de Amigos de Colombia)	Provide customized arts sessions for the students.
Arts for Learning	Provide culture and arts sessions for the students. Some sessions at low to no cost.

Career Exploration

Partner	Expansion with 21st CCLC
Exploradoor.com	Provide an online platform for students to discover and explore available local opportunities that relate to careers and booster programs.
Employers including Cummins, Eli Lilly, Allison Transmission, Eskenazi Health, O'Neal Mfg., Catalyst Product Dev., Honda Mfg.	Provide volunteers, career exploration sessions, and sponsorship in some cases.
Job Ready (Employ Indy)	Provide curriculum content and PD.
Conexus	Provide summer internship spots for students who participate in the IDEAA Club and are interested in manufacturing careers.

3. Volunteers

In other programs such as IDEAA and Tech Literacy, HSI has engaged volunteers from local employers and colleges such as Cummins, Lilly, Salesforce, Rolls Royce, Ivy Tech, and IUPUI to lead workshops in their areas of expertise and engage in support activities, where they are able to build mentoring relationships with students. Volunteers will receive a background check prior to beginning volunteer service. Volunteers will be recruited through our network of partners, and through associations. We will also seek volunteer parents, who will be recruited through each school's PTO (Parent Teacher Organization), newsletters, and orientation sessions. Volunteers are a valuable asset for the program and its goals, as they enable us to provide a higher quality experience, advance at a faster pace, and provide additional perspectives on careers and guidance for the students.

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

PROGRAM DESIGN

Introduction

Our design of the afterschool programs at Belzer and Fall Creek Valley Middle Schools was heavily influenced by the following considerations:

1) An understanding of best practices and evidence-based programming for middle schoolers should provide a variety of programming that engage youth and build their self-esteem, resiliency, and other social and emotional learning. At the same time, the programs should enhance and support student learning from their daytime instruction.
2) Significant alignment with the Indiana Academic Standards and the Indiana Afterschool Network Standards for Afterschool Programs
3) Strong emphasis on project-based learning that includes targeted and measurable skill development
4) Provide for individual choice of programming elements for the students and their families.
5) Age-appropriate college and career readiness programming including volunteers from various community partners and employers
6) The schedule of activities should include a heavy rotation of different Science, Technology, Engineering and Math programming.

1. Recruitment Criteria

The following section describes the criteria and processes for recruiting targeted educationally disadvantaged youth and their families to be served.

Participation in the afterschool program will be open to all students at Belzer and Fall Creek Valley Middle Schools. Recruitment efforts will include the following:

1) Outreach to 21st CCLC participants at MSD Lawrence Elementary Programs in spring 2021 with an emphasis on how the middle school program will enhance their prior experience with afterschool care.
2) HSI will work with teachers and administrators at the middle schools in identifying students in the spring of 2021 who could benefit the afterschool program. Benefits include additional tutoring and homework help, classroom behavior issues, budding interest in STEM or Art, and students who may unsupervised at home and could benefit from a safe and structured environment.
3) Targeted communications to the parents of ESL students will be facilitated through continued partnership with the MSD of Lawrence Township's Assistant Director of ESL and the District Bilingual Family Liaison.
4) The program will ask parents will commit that their child will attend 90% of the time and that the parents will participate in family nights in writing. (Two-way contracts have been successful in other programming.)
5) The program may develop additional criteria may if interest in the program exceeds capacity based on feedback from parents and school administration.

English Language Learners

The foundation of the partnership between HSI and MSDLT began with a common goal of increasing extracurricular opportunities that were welcoming for Latino and English Language Learners where their culture and heritage is acknowledged. Our intent is to incorporate multi-language and multi-cultural programming through every aspect of the program including:

- Art – partnering with Lawrence Arts Center
- Music – Mariachi (school based…group is already begun)
- Dance – Ballet Folklorico Mosaicos, Peruvian Association, other
- Mentoring and Guest Speakers from Society of Hispanic Professional Engineers

Name of School to be served (include School Corporation Number)	Free and Reduced Lunch Rate	School Grade or Rating	Total Number of Students	Number of youth to be served	Grade Level To Be Served
Belzer Middle School, MSD of Lawrence Township	73%	C	1179	60	7th-8th
Fall Creek Valley Middle School, MSD of Lawrence Township (5330)	64%	C	1371	60	7th-8th

2. **Community Data:**

The following tables illustrates the need for quality afterschool programming for middle-school aged children in a diverse, and often struggling, area of Lawrence Township within Marion County.

Community Data: MDSLT School District Boundaries	2018
Percent of Adults Over 25 Without High School Diploma	9%
Percent of Adults Over 25 With a Bachelor Degree or more	43%
Percent of All Population in Poverty	18%
Percent of Hispanic Population in Poverty	27%
Percent of Black Population in Poverty	19%
Percent of All Population below 185% of Poverty	28%
Percent of Population Under 18 below 185% of Poverty	44%
Median Household Income	$57,987
Source: Social Assets and Vulnerability Indicators (SAVI) based on five year average of American Community Survey	

3. Parental Involvement:

The program will run Monday-Thursday with about 3 nights of Family Fridays per semester, where parents will be able to be involved in the afterschool program with their children.

Family engagement will center around Friday evening events on a regular basis. We chose Friday evenings partly in response to an English Language Learner (ELL) parent survey that indicated Fridays as a best day for any type of parent event. We also hope to combine afterschool program events with other school activities open to all families.

Once a quarter, HSI/MSDLT will host a family STE(A)M night to showcase the STE(A)M activities of the afterschool program and provide the students the opportunity to present their work, an important 21st Century Learning Skill.

HSI recently submitted a proposal to the Lilly Endowment for a partnership of X community organizations to design a mobile assistance program for the working poor and others in need of community services. It is anticipated that model--in part, or in full--will be duplicated at the middle school sites for parents and other family members.

Parents will also being engage through the advisory committee, the IN-QPSA process, multiple surveys at the beginning and end of each semester, and through virtual meetings for both individuals and groups. (After the COVID-19 related stay-home orders, more parents are comfortable with virtual technology.)

4. Snack and/or Meals:

USDA Approved Snacks -The program will provide a snack and a third meal to all participants at no cost. The snacks and meals are approved by the USDA and the IDOE Office of School and Community Nutrition. The school's food services staff will prepare the snack and meal before ending their shift. The afterschool staff will be trained in how to distribute and record the distribution of the food. The SS students will be offered a snack at 3:45 and their meal at 6:30. Funding for the snacks and meals will be through the school system and other funding sources such as nearby restaurants who wish to donate food to the afterschool program for the cultural learning experience.

5. Weekly Schedule:

The afterschool program will operate on a weekly schedule of 10 hours a week with a 2.5-hour daily schedule on Monday-Thursday for a total of 130 days starting August 23, 2021, through May 19, 2022.

The schedule builds on a four-week rotation of programming that will provide the students and families the ability to choose various types of activities based on the child's interest and how much time the parent wants the child to devote to homework help and tutoring.

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Each day will begin with a snack to allow the students time for social interaction. A motivational message of the day from either an HSI staff person or an outside volunteer will occur at the end of the snack period prior to the start of the other sessions.

Each four-week rotation will provide families with the option of up to two sessions of homework assistance daily, a sports, games, and physical activity session on most days, a STEAM club or activity, and a weekly cultural awareness program. The table following the weekly schedules includes more details about the specific clubs and activities.

A survey of students and parents conducted at the beginning of each semester will determine the rest of the enrichment activities and programming.

Sample of Weekly Schedule at Belzer Middle School					
	Monday	Tuesday	Wednesday	Thursday	Friday
3:45 – 4:15	Social, Emotional & Snacks	Social, Emotional & Snacks	Social, Emotional & Snacks	Social, Emotional & Snacks	Occasional Family Events
4:15-5:15	Homework Club	Homework Club	Homework Club	Homework Club	
	Cooking Club	Tech Literacy			
5:15-6:15	Homework Club	Homework Club	Homework Club	Homework Club	
		World Exploration: Germany	Robotics		
	Sports, Games and Physical Activities	Sports, Games and Physical Activities	Sports, Games and Physical Activities	Sports, Games and Physical Activities	
6:15 departure or	Meal	Meal	Meal	Meal	

Sample of Weekly Schedule at Fall Creek Valley Middle School					
	Monday	Tuesday	Wednesday	Thursday	Friday
3:45 – 4:15	Social, Emotional & Snacks	Social, Emotional & Snacks	Social, Emotional & Snacks	Social, Emotional & Snacks	Occasional Family Events
4:15-5:15	Homework Club	Homework Club	Homework Club	Homework Club	
	Cooking Club	Tech Literacy			
5:15-6:15	Homework Club	Homework Club	Homework Club	Homework Club	

		World Exploration: Germany	Robotics		
	Sports, Games and Physical Activities	Sports, Games and Physical Activities	Sports, Games and Physical Activities	Sports, Games and Physical Activities	
6:15 departure or	Meal	Meal	Meal	Meal	

6. Alignment to Standards:

The following section describe how the program activities will align to both the Indiana Afterschool Standards and Indiana Academic Standards with special attention to programs developed by Health & Science Innovations.

Indiana Standards in HSI's School-Age Programs

Indiana Department of Education Standards: Computer Science, Engineering & Technology-Middle Level, Introduction to Design Process, Computer Integrated Manufacturing, ELA, & Math

Program 1: Tech Literacy

HSI's Tech Literacy program teaches the basic computing skills students need to succeed in school and an office. Designed to meet the needs of under-resourced students, the program starts by introducing students to the basics of computing devices and systems. After the students are introduced to the basics of computing devices and interfaces (3-5.CD.1, 6-8.PA.1), they are taught basic computer maintenance and troubleshooting strategies (3- 5.CD.3, 6-8.CD.4). They learn to save and retrieve files from both their personal device and the cloud (6-8.CD.1 & 3). Once students have mastered these basics, they learn to use standard office software and applications, including web browsers and email, and Microsoft Word, Excel, and PowerPoint or Google Docs, Sheets, and Slides (3- 5.CD.2, 6-8.CD.1-3) to research and create a presentation on a topic of their choice (6-8.PA.1, 6-8.CD.1, 6.SL.4.1- 4.2).

Students learn to navigate the Internet using web browsers (3-5.CD.2 & 4; 6-8.CD.1 & 3; 6-8.PD.1), evaluate the reliability of information found there, and techniques to keep their information and themselves safe in a virtual space (6-8.IC.1-4, 6.ML.1). They use word-processing software to write an informative composition (6.W.4 & 3.2) about a topic researched on the Internet (3-5.CD.2); they format, and edit their compositions, and check and correct conventions and grammar (3-5.CD.4, 6-8.PA.1, 6-8.DI.3, 6.W.3.2, 4 & 6.2). Students use spreadsheet programs to investigate statistical questions (6-8.DI.1, 6-8.PA.1, 6.DS.3 & 4) and create charts and graphs that best represent the results (6-8.DI.3, 6-8.PA.1, 6.DS.3). Using presentation software, they combine formatted text, charts and/or graphs, and images to create a presentation on their chosen topic (6-8.DI.3, 6-8.PA.1, 6.SL.4.2, 5.RL.4.1). Students utilize cloud computing to save, share, and edit their own and classmates' files (3-5.CD.2, 6-8.CD.1 & 3, 6.W.4, 5.RL.4.1). At the end of the program, students present to their classmates

and program volunteers utilizing the slides created with their computing device's various programs and networks (6.SL.4.1-4.2, 6-8.PA.1).

Program 2: IDEAA Club

Developed with input from some of central Indiana's largest medical and tech companies, IDEAA Summer introduces youth, aged 13-19, to the wide variety of 21st century technical careers, and the basic tools used in them. Students are introduced to the design process (IDP.1.1-4) and drawing and annotation techniques through lectures and interactive, hands-on exercises (IDP.3.2-3, ETE.0.3.2 & 3, ETE.5.2). They use TinkerCAD and/or Fusion 360 to create 3-D models for printing, and laser cutting (IDP.3.4, ETE.0.1.1, 6-8.CD.1-2, 6-8.IC.1 & 4). In the mechatronics unit, students use BBC Micro:bit computer kits. Students use the Micro:bit's online, Python based code editor to automate pre-designated tasks using a variety of simple machines and sensors (ETE.5.1 & 3-4, 3- 5.CD.4, 6-8.PA.2-3, 6-8.DI.5). Students then have the opportunity to design, implement, and share their own technological system using a combination of the machines and sensors (IDP.5.2-5). Students learn to use CAE software to apply structural tests to computer models (IDP.7.3-7). Finally, students are introduced to patents and their role in innovation (IDP.1.2, IDP.6.7, IDP.8.1, 6-8.IC.1-2 &4 ETE.0.3.1, ETE.0.4.2,). As each new technology or skill is taught instructors introduce a variety of careers that utilize it, their education or certification requirements, and the function they serve within design and manufacturing processes (ETE.0.2.1, & 3-4, ETE.12.1-2). Throughout the course, students are encouraged to develop a portfolio of their best work and publish it on Portfolium (ETE.0.3.1 & 8, IDP.3.1 & 6, IDP.9.11).

Student-led project work is central to the IDEAA Summer program, where students work in groups to design and prototype an innovative solution to a real-world problem of their choice (ETE.4.1, 2 & 4, IDP.1.3, IDP.2.1 & 2). Students use brainstorming and mind-mapping techniques to explore possible solutions to an issue that bothers them personally (IDP.6.6, 6-8.IC.2 & 4). They research other solutions to the problem to identify opportunities for innovation (IDP.6.4, IDP.9.12, ETE.4.1-2, 6-8.PA.3). Students then present their ideas for innovative solutions to their classmates (ETE.4.3-5, ETE.0.3.2-7, IDP.2.2, IDP.6.5, IDP.8.1-4, IDP.9.8). After giving feedback on each of their classmates' proposals (IDP.9.8 & 10, 6-8.PA.3, 6-8.NC.2), they form groups to further develop some of them (6-8.NC.1, 6-8.PA.3, IDP.9.10-12). Groups collaborate to research, design, prototype, test, and refine their solution (6-8.NC.1-2, 6-8.PA.2-3, ETE.4.1-5, ETE.5.2-4, ETE.8.2-3, ETE.0.1.1, ETE.0.3.2-3 & 6-7, ETE.0.4.1-2, IDP.1.3, IDP.3.2-4 & 6, IDP.6.4-6, IDP.7.5-7, IDP.9.8 & 10-12). At the end of the program, students present their design process and final solution prototypes, to their classmates, families, and local professionals (ETE.8.3, ETE.0.3.6-7, IDP.1.4, IDP2.2, IDP.6.7, IDP.7.5, IDP.8.2-4, IDP.9.8 & 10, 6.SL.4.1-2).

Program 3: Young Innovators' Quest (YIQ) YIQ, HSI's oldest school-age program, introduces students to advanced research techniques and innovation with an emphasis on medical research and innovation. Through lectures, lab experiments, and laboratory visits, students are introduced to various biotechnologies and the research techniques associated with them

(ETE.9.1-3, ETE.0.1.1). During this project-based course, students choose a problem pertaining to health or quality of life and explore technical solutions to them (IDP.2.1, 6-8.IC.1-2). Student form groups to collaboratively conduct research on their chosen problem (ETE.0.4.1-6, ETE.9.3, ETE.0.1.1, 6-8.DI.1, 3, & 5, 6.ML.1), and create a research poster to present their findings to their classmates, families, and local professionals (6.SL.4.1-2). In HSI"s YIQ Scholars program, students who complete YIQ can propose a research topic to be explored in-depth with the assistance of a mentor and presented at a competition or conference (ETE.0.4.1-6, ETE.9.3, ETE.0.1.1, 6-8.DI.1, 3, & 5, IDP.2.1- 2, 6.ML.1, 6.SL.4.1-2). Throughout the program instructors discuss how skills and techniques learned in the program relate to careers, and career pathways (ETE.12.1-2, ETE.0.2.1, & 3-4).

Indiana After-School Network Standards: Career & College Readiness, STEM, & Family Engagement

HSI engages volunteers from local employers and colleges such as Cummins, Lilly, Salesforce, Rolls Royce, Ivy Tech, and IUPUI to lead workshops in their areas of expertise and engage in support activities, where they are able to build mentoring relationships with students (CCR.2a, 5a). In Tech Literacy, these professionals act as classroom assistants; in IDEAA Summer and the YIQ programs they act as mentors for design and research projects. HSI has focused on recruiting volunteers from populations who are under-represented in STEM fields, including Black and Hispanic individuals, who represent 76% and 71% or students at Belzer and Fall Creek Middle Schools respectively, and women (CCR.5d). Students in IDEAA summer and YIQ have the opportunity to visit relevant businesses, meet local professionals, and ask questions (CCR.5a, 5d, & 7c). Some modules are taught by local professionals and academics who discuss how they use it in their careers (CCR.5.d). In addition to offering Job Ready Badges in programs for both youth and adults (CCR.2c, 7a, 7c, FE.2d), HSI utilizes Portfolium to document students' achievements and facilitate job opportunities with local employers. Students are provided with a free account and asked to document their work to show evidence of their skills and competencies (CCR.7c). Portfolium provides a secure online platform for students to build experience with traditional and 21st century career-building skills, including resume writing, online research, personal brand building, and networking (CCR.5d, 7a). All HSI's school-age programs involve project work on a topic of the students' choosing (STEM.5a, 5c, 5d, 5f, 5g). Students are encouraged to think about every-day problems that effect themselves and their communities and to work on a solution to that problem using the skills and technology taught (STEM.5a, 5.c-e). In Tech Literacy students create a presentation about a topic that is important to them (CCR.7a). In IDEAA and YIQ Summer students work in groups to research and/or design solutions to a real-world problem (STEM.5a-e). At the end of the program they are given the opportunity to present about their research or design to parents, professionals, and community members (STEM.5f-g, CCR.7a, 7c).

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

Selected Additional Program Activities	
Program Activity	**Description**
Homework, Tutoring and Academic Enhancements	In addition to provide afterschool staff and volunteer tutors, we will be incorporating IXL learning systems, an evidence-based program, into the Homework Help time. Belzer and Fall-Creek Middle schools have both used IXL in the past for the entire school population and would advise that it would be a good fit for the afterschool population. Parents and students have the option of up to two sessions of homework help per day. IXL training is included in the professional development plan.
Sports, Games and Physical Activities	Most days will include the option for one session of sports, games, and other physical activities. We will be incorporating the SPARK, a researched-backed, dynamic curriculum in youth and recreational programs outside of school.
World Explorer: Cultural Awareness	Each of the four-week cycles will include a different focus on a country or culture with a series of sessions on history, language, arts, and specialty food. Programs will be led by MDSLT Teachers and contractors who are either native to the country of interest of with special expertise. The afterschool Program Manager will work with the instructors on aligning programs to state standards.
Makerspace	Utilizing the makerspaces in the middle school, these revolving offerings will include contracted program providers with a focus on the standards of project-based learning, design-thinking, and following instructions.
Art (Paint, Dance, Acting, Music)	Building on current clubs and activities, these offerings will allow students to explore art in four-week sessions. MSDLT and outside volunteers and providers will be engaged to lead these sessions. Art projects will also be linked to STEM projects and vice-versa.
Additional Clubs and Activities	Social and emotional learning, values, leadership, Job Ready skills, graphic design, computer coding, effective communications. Final selection will depend on input from parents and teachers.

7. Staff Recruitment and Retention

HSI is committed to equitable hiring practices and recruitment efforts which target employees that culturally, linguistically, and racially represent youth in the program.

Staff Recruitment Strategies

1) Recruitment of Manager: HSI will conduct an external search for the Program Manager position as a new hire. HSI will prioritize candidates with extensive experience with afterschool youth programming and who have acquired the Indiana Afterschool Network's Child and Youth Care (CYC) Certification or its equivalent. If the chosen candidate has not yet completed the CYC or an equivalent credential, the Program Manager's professional development plan will include completion of that credential in the first year. HSI will assist in the payment of those fees. Compensation will be comparable to the latest Indiana Afterschool Network surveys.
2) With the assistance of the school principals, HSI will recruit MSD Lawrence school personnel who would be specifically interested in additional hours as site leads or assistants. The principals have identified the following positions as potential afterschool workers: English as a New Language instructional assistant or other instructional assistant from Belzer or Lawrence Central, building sub assigned to Belzer or Fall Creek Valley, elementary ENL teacher or IA who has afternoons free.
3) HSI will advertise broadly for youth workers in both English and Spanish language publications. Applicants with CYC certification or a willingness to pursue certification with the assistance of HSI will have priority.
4) HSI will recruit high school or college students for assistant positions.
5) HSI will access its network of over 40 employers and involvement with workforce development organizations.
6) HSI is committed to ensuring equitable hiring practices with a history of significant effort to train and retain quality staff, and hourly and/or salary rates ensure quality staff are compensated appropriately.

Position	Hourly Wage
Project Manager	$40,000 annually
Site Coordinator	$25
Program Leaders	$15
Program Assistants	$11

EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

The following table illustrates the success that Health and Science Innovation in prior endeavors. These programs will become the foundation for our work with the 21st CCLC program at Belzer and Fall Creek Valley Middle Schools.

HSI Program	Years of Operations	Target Population and Numbers Served	Total Budget	Description of Program and Program Outcomes	Relationship to 21st CCLC Proposal
Tech Literacy	3	171, Upper-elementary, and Middle-school students served.	$30,000	In partnership with Cummins and Salesforce. The Cummins Foundation awarded HSI with two separate grants (totaling $30k) to develop the program. Tech Literacy provides computer and office productivity software skills to kids between 3rd and 8th grade with the purpose of empowering them to perform better in academic courses, and to expand their summer job opportunities. Developed in cooperation with elementary and middle school principals and teachers, the curriculum was designed to adhere to state standards and address the technology-literacy gaps experienced by the under-resourced population the schools served. Received awards from Cummins and United Way of Central Indiana.	• Will form basis for one of the on-going components of the afterschool program • Experience with younger age groups • Experience within classroom and education environments • Experience with skill assessment and evaluation

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

HSI Program	Years of Operations	Target Population and Numbers Served	Total Budget	Description of Program and Program Outcomes	Relationship to 21st CCLC Proposal
IDEAA Partnership https://indychamber.com/news/member-news/health-science-innovations-helps-to-skill-up-indiana/	3.5	K-12, College, and Adults disconnected from the workforce: 11,500	$1,455,000 in IDWD grants for 2 cycles of Skill-up Indiana	Health & Science Innovations and the IDEAA Partnership developed a comprehensive talent pipeline for jobs that are relevant to Industry 4.0, but especially in the areas of Innovation, Design, Engineering, Automation and Advanced-Manufacturing (IDEAA). Individuals over 16 years of age are welcome to attend the Design & Rapid Prototyping Certification Program. The IDEAA Partnership is supported by its Industry Council, Corporate Sponsors, and Donors. DirectEmployers Institute, Design Bank, 1st Maker Space, CAE-net, Catalyst Prod Dev., 3D Parts Mfg., Cummins, Rolls Royce, Eli Lilly, Corteva.	• Experience with 40+ employers • Understanding of workforce demands and 21st Century Learning Skills • Access to corporate volunteers, speakers, and potential mentors • Management of complex government grant with multiple outcome measures • Experience with creating working and collaborative partnerships, as well as a network of partners
IDEAA Design & Rapid Prototyping Program and Courses	3.5			A 60-hour certification program and courses designed to bridge the gap between those who are disconnected from the workforce and the pathways to a sustaining job in IDEAA fields. One of the main goals is to prepare them for entering a community college or a trading school or an internship. Job Corps National took notice of our DRP program and is looking into further expansion with funding from the U.S. Dept. of Labor.	• May form on-going component of afterschool program • Project-based learning • Team building • Access to industry leaders as volunteer instructors and speakers

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools

HSI Program	Years of Operations	Target Population and Numbers Served	Total Budget	Description of Program and Program Outcomes	Relationship to 21st CCLC Proposal
IDEAA Summer Program	3.5			A 3-week summer program that combines elements of the Design & Rapid Prototyping (DRP) Certification curriculum (6-12 hours) and Industry 4.0 concepts, with industry visits, product development projects, Job Ready Badges, and fun activities. Students will gain confidence in developing their own ideas and communicating them with the public. Students work in groups to develop and prototype an innovative product.	• See IDEAA above • Additional linkages to internships • Industry knowledge • Afterschool Program Participants will be invited to participate (not as a 21st CCLC program)
Young Innovator's Quest	8	183, 13-19 Year olds served.	$80,000 per year	A 3-week summer program that provides opportunities for high school students interested in STEM and medicine to conduct research and explore ways through the creative process of innovation and inductive scientific research. Facilitated by professionals, participants are immersed in scientific research projects innovation.	• STEM Education • Extensive project-based lessons and work • Equipment and experience with lessons • Use of volunteer instructors with field experience
IndyBloom	Current proposal before the Lilly Endowment Opportunity Initiative			"Mobile Philanthropic Marketplace", that will bring existing services and volunteers to the neighborhoods. IndyBloom enhances available resources in a way that results in an investment in local social capital.	• Outreach to families in poverty • Community partnerships • Planning large projects
STEM Outreach		Pre-K to 6th grade. Serve 800 per year.	$12,700	STEM workshops provided to 3rd party institutions, groups or classrooms. STEM activities and demonstrations aimed at sparking interest from the children in STEM.	https://scienceinnovations.org/wp-content/uploads/2018/10/HSI-STEM-Modules.pdf

Prior Success of 21st CCLC Programming at MSDLT

The Metropolitan School District of Lawrence Township was awarded a 21st CCLC grant in 2018 as part of co-hort nine. While this proposal will not be administered by MDSLF, the attendance record indicates a demand and the ability to meet or nearly meet the goal for number of regularly attending participants (RAP's) as illustrated in the table below. One of our recruitment strategies is to focus on those families who participated in the elementary programs.

21st Century Program at MSDLT Elementary Program (co-hort 9)			
		Actual Number of RAP's	
	RAP Goal	2018-2019 (60+ Days)	2019-2020 (30+ Days)
Brook Park Elementary	90	79	64
Harrison Hill Elementary	90	89	70
Sunnyside Elementary	90	90	86
Winding Ridge Elementary	90	79	66
Note: Last day of in-Person programming in 2019-20 3-12-20 due to COVID-19. The program was scheduled to conclude with the school year ended on 5-22-20.			

PROGRAM IMPLEMENTATION

1. Evidenced Based Programming

Our program model is a collaborative curriculum with a significant emphasis on STEM-related programming. Our implementation plan includes a core programming that aligns with the Indiana Department of Education standards, the Indiana Afterschool Network General and STEM Standards, and evidence-based programs. The core programming includes:

- Homework assistance with IXL programs
- Sports, Games and Physical Activities (incorporating the SPARK program)
- HSI-provided STEM education through Tech Literacy and IDEAA (Innovation, Design, Engineering, Advanced-Manufacturing, and Automation) and
- A series of cultural awareness we are calling World Explorer.

Each school will be able to modify each four-week session with additional programming based on the interest of its students and families. We anticipate that some of existing clubs and activities will become part of the 21st CCLC. Frequent surveys and feedback from students and families will direct the program staff in providing:

- Additional STEM programs including non-HSI providers
- Arts, Music, and Dance Clubs, as well as cooking and other hobbies
- Programming designed for English Language Learners and Dual-Language learners

Additional details about these programs is in the Program Design section of this proposal.

Indiana Standards in HSI's School-Age Programs

Indiana Department of Education Standards: Computer Science, Engineering & Technology-Middle Level, Introduction to Design Process, Computer Integrated Manufacturing, ELA, & Math

Tech Literacy HSI's Tech Literacy program teaches the basic computing skills students need to succeed in school and an office. Designed to meet the needs of under-resourced students, the program starts by introducing students to the basics of computing devices and systems. After the students are introduced to the basics of computing devices and interfaces (3-5.CD.1; 6-8.PA.1), they are taught basic computer maintenance and troubleshooting strategies (3- 5.CD.3; 6-8.CD.4). They learn to save and retrieve files from both their personal device and the cloud (6-8.CD.1 & 3). Once students have mastered these basics, they learn to use standard office software and programs, including web browsers and email, and Microsoft Word, Excel, and PowerPoint or Google Docs, Sheets, and Slides to research and create a presentation on a topic of their choice (6-8.PA.1; 6-8,CD.1, 5.SL.4.2; 6.SL.4.1-4.2). Students learn to navigate the Internet using web browsers (3-5.CD.2 & 4; 6-8.CD.1 & 3; 6-8.PD.1), evaluate the reliability of information found there, and techniques to keep their information and themselves safe in a virtual space (6-8.DI.1-4, 6.ML.1). They use word-processing software to write an informative composition (6.W.4 & 3.2) about a topic researched on the Internet (3-5.CD.2); they format, and edit their compositions, and check and correct conventions and grammar (3-5.CD.4, 6-

8.PA.1, 6-8.DI.3, 6.W.3.2, 4 & 6.2). Students use spreadsheet programs to investigate statistical questions (6-8.DI.1, 6-8.PA.1, 6.DS.3 & 4) and create charts and graphs that best represent the results (6-8.DI.3, 6-8.PA.1, 6.DS.3). Using presentation software, they combine formatted text, charts and/or graphs, and images to create a presentation on their chosen topic (6-8.DI.3, 6-8.PA.1, 5 & 6.SL.4.2, 5.RL.4.1). Students utilize cloud computing to save, share, and edit their own and classmates' files (3-5.CD.2, 6- 8.CD.1 & 3, 6.W.4, 5.RL.4.1). At the end of the program, students present to their classmates and program volunteers utilizing the slides created with their computing device's various programs and networks (6.SL.4.1-4.2, 6- 8.PA.1).

IDEAA Summer IDEAA Summer A Indiana After-School Network Standards: Career & College Readiness, STEM, & Family Engagement HSI engages volunteers from local employers and colleges such as Cummins, Lilly, Salesforce, Rolls Royce, Ivy Tech, and IUPUI to lead workshops in their areas of expertise and engage in support activities, where they are able to build mentoring relationships with students (CCR.2a, 5a). In Tech Literacy, these professionals act as classroom assistants; in IDEAA Summer and the YIQ programs they act as mentors for design and research projects. HSI has focused on recruiting volunteers from populations who are under-represented in STEM fields, including Black and Hispanic individuals, who represent 71% of Lawrence schools, and women (CCR.5d). In addition to offering Job Ready Badges in programs for both youth and adults (CCR.2c, 7a, 7c, FE.2d), HSI utilizes Portfolium to document students' achievements and facilitate job opportunities with local employers. Students are provided with a free account and asked to document their work to show evidence of their skills and competencies (CCR.7c). Portfolium provides a secure online platform for students to build experience with traditional and 21st century career-building skills, including resume writing, online research, personal brand building, and networking (CCR.5d, 7a). All of HSI's school-age programs involve project work on a topic of the students' choosing (STEM.5a, 5c, 5d, 5f, 5g). Students are encouraged to think about every-day problems that effect themselves and their communities and to work on a solution to that problem using the skills and technology taught (STEM.5a, 5.c-e). In Tech Literacy students create a presentation about a topic that's important to them (CCR.7a). In IDEAA and YIQ Summer students work in groups to research and/or design solutions to a real-world problem (STEM.5a-e). At the end of the program they are given the opportunity to present about their research or design to parents, professionals, and community members (STEM.5f-g, CCR.7a, 7c).

2. Required Table: Objectives, Activities, Performance

Objectives, Activities, Performance Measures and Assessment Strategies Belzer And Fall Creek Valley Middle Schools				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1) Increase reading comprehension achievement among regular participants 2) Increase mathematics achievement among regular participants 3) Increase positive classroom behavior including homework completion, participation in class, ability to work with peers in project-based learning	1) Homework Help/Tutoring 2) Academic enrichment learning activities	1) 75% of regular participants will earn a "B" or better in ELA by spring semester 2) 75% of regular participants will earn a "B" or better in math by spring semester 3) Teachers report improvement in completing homework in 75% of students who needed improvement. 4) Teachers report improved behavior in "completing assignment, even when challenging" for 75% of afterschool participants who needed improvement.	1) Pre- and post- tests in Illuminate ELA and Math Tests 2) ILEARN Results 3) Report card grades
2) Improve Social and Behavioral Outcomes	1) Increase positive classroom behavior including homework completion, participation in class, ability to work with peers in project-based learning 2) Increase knowledge of cultural differences and respect for differences in others. 3) Increase understanding of career opportunities in STEM Programs	1) Tech Literacy 2) IDEAA 3) Sports, Games, and physical activities 3)World Explorer Club: Cultural Awareness 4)Additional STEM Programming 5)Art, Dance, and Music Clubs	1) 75% of parents report the afterschool program had a positive effect on their child's behavior in school. 2)75% of students will show increase in understanding of STEM careers as measured by the PEAR STEM Survey. (pre/post)	1) Teacher Surveys 2) Students and Parent Surveys 3) PEAR STEM Survey 4)Observations

Objectives, Activities, Performance Measures and Assessment Strategies Belzer And Fall Creek Valley Middle Schools				
Program Goals	**Program Objectives**	**Program Activities**	**Performance Measures**	**Assessment Strategies**
3) Increase Family Involvement	1) Increase parent involvement in their student's education at home 2) Increase parent involvement in their Student's school 3) Maximize participation in 21st Century Scholar Program	1) Communication Strategy with Parents 2) Family Engagement Activities on Fridays 3) ESL Outreach Efforts	1) 60% of parents will report attending parent-teacher conferences in annual parent survey. 2) 90% of eligible families will complete application for 21st Century Scholar program.	1) Parent Surveys 2) Administrative records

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

21st Century Community Learning Centers
Performance Measures

Belzer Middle School

Innovation Boulevard

Category 1: Academic Outcomes
1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)

2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement

75% of the regular program participants will earn a B or higher in English/Language Arts

75% of the regular program participants will earn a B or higher in Math

Focus Area: Academic Habits

Teachers report improved behavior in "completing homework" for 75% of afterschool participants who needed improvement.

Teachers report improved behavior in "completing assignment, even when challenging" for 75% of afterschool participants who needed improvement.

Category 2: Social/Behavioral Outcomes
Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

75% of parents report the afterschool program had a positive effect on their child's behavior in school.

Focus Area: College and Career Readiness

75% of students will show increase in understanding of STEM careers as measured by the PEAR STEM Survey. (pre/post)

Category 3: Family Engagement Outcomes
Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

Focus Area: Involvement with Student's School

60% of parents will report attending parent-teacher conferences in annual parent survey.

90% of eligible families will complete application for 21st Century Scholar program.

Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

21st Century Community Learning Centers
Performance Measures

Fall Creek Valley Middle School

Innovation Boulevard

Category 1: Academic Outcomes
1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)

2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement

75% of the regular program participants will earn a B or higher in English/Language Arts

75% of the regular program participants will earn a B or higher in Math

Focus Area: Academic Habits

Teachers report improved behavior in "completing homework" for 75% of afterschool participants who needed improvement.

Teachers report improved behavior in "completing assignment, even when challenging" for 75% of afterschool participants who needed improvement.

Category 2: Social/Behavioral Outcomes
Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

75% of parents report the afterschool program had a positive effect on their child's behavior in school.

Focus Area: College and Career Readiness

75% of students will show increase in understanding of STEM careers as measured by the PEAR STEM Survey. (pre/post)

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

Focus Area: Involvement with Student's School

60% of parents will report attending parent-teacher conferences in annual parent survey.

90% of eligible families will complete application for 21st Century Scholar program.

Indiana

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Working Together for Student Success

21st Century Community Learning Centers
Grading Scales Used By Program Site

1. **"Site Name"** - Use a separate row for each site. Please enter the name of each site in a separate row. Depending on how many grading scales are used at each site, you may need more than one row per site.

2. **"For which grade levels is this scale used?"** - Enter the grade levels of students served at this site who are graded using this particular scale.

3. **Grades** - List, from highest grade possible to lowest grade possible, the possible grades included in this scale.

4. **Define the Grading Scale** - Provide definitions for the grades used in a standards-based grading scale. If the grading scale is a traditional A-F scale, enter NA.

5. **Are students assessed on the same indicators during each grading period?** Enter "Yes" if students are rated on the same indicators during each grading period. Enter "No" if the indicators on which students are rated change between grading periods. Enter NA if the grading scale is not a standards-based scale.

Site Name	For which grade levels is this scale used?	Grades (listed from highest to lowest)	Define the Grading Scale	Are students assessed on the same indicators during each grading period? (Yes, No, NA)
Belzer Middle School	7th-8th	A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	NA	NA
Fall Creek Valley Middle School	7th-8th	A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	NA	NA

PROGRAM COMMUNICATION

1. Communication Plan

The Program Director and Site Coordinators will develop a communication schedule each semester that will include the following:

- Surveys:
  - Interest surveys to help determine programming and session schedules
  - Parent Feedback on program quality and individual needs will be addressed.
  - Student feedback through surveys, focus groups, or other facilitated feedback process
- Newsletters to parents, teachers, and afterschool partners
- Activity calendars and notifications about upcoming Family Fridays
- Social media messaging and email campaigns
- Site Coordinators attendance at school staff meetings and individual meetings with school principals
- IN-QPSA Reviews
- Advisory Committee Meetings

Communication with Program Participants

MSDLT will provide HSI will access to the district's communication system to contact program participates. MSDLT uses ParentSquare for school communication, primarily with email, text, and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. Parents can download the mobile app and update their preferences on when and how they are notified and can receive messages from the school via email, text, or app notification in their preferred language.

Communication with School Staff

We are anticipating that a few of the afterschool program staff members will also be MSDLT daytime staffers who will facilitate communication between the program and the school. The Program Director and any non-MSDLT site coordinators will also regularly attend school staff meetings. School personnel will also participate in the IN-QPSA quality improvement review for the afterschool program.

The Site Coordinators will access necessary student academic records to monitor objectives and provide statewide evaluation data to the Program Director, HSI Data Coordinator, and External Evaluator. (The Program Director will work with the school principal if the Site Coordinators are not also MSDLT employees.)

Communication with Program Stakeholders

HSI, with the assistance of MSDLT, will form an advisory committee to provide guidance and feedback on the operations of the afterschool program and support in long-term sustainability. Advisory committee members will include representatives from both middle schools.

Recruitment for the advisory committee will include parents, at least one student from each school, school personnel not involved in the program, afterschool program staff, development staff from both HSI and MSDLT, the local evaluator, community partners, and local businesses.

The advisory committee will meet quarterly. The External Evaluator will lead a review of the annual evaluation for one of the sessions. Long-term sustainability and funded development will also have a dedicated session.

Parents, teachers, school administration, and community stakeholders will also receive evaluation reports, including student achievement data, and success stories through social media, newspapers, and public events.

2. 21st CCLC Terminology

HSI and MSDLT will include "a part of the 21st Century Community Learning Center" and the 21st CCLC logo into marketing materials, signage, and communications with parents and the community.

The program will offer a sliding-scale of fees and scholarships for those who cannot afford the program. All program materials distributed for recruitment will include information that youth and families can engage in the program, free of charge.

PROFESSIONAL DEVELOPMENT

1. Professional Development Plan

Program Name	Health & Science Innovations, Inc and MSD of Lawrence Township Middle Schools
Program Director	Dr. Luis A. Palacio, P.E.
Dates of Implementation	June 1, 2020—June 30, 2021

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21st CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Health and Safety	Program Director	Provide all staff will required information on health and safety procedures	Assure healthy and safe environment	Program Manager-1 Site Cooridinator-2 Front Line Staff - 6	2	Staff Time	21st CCLC	August 2021	
Homework Time Best-Practices	Program Director	Improve engagement with students during homework time using materials from Y4Y, such as	Effective homework strategies that lead to better academic performance	Program Manager-1 Site Cooridinator-2	3	Staff Time	21st CCLC	August 2021	

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
		https://y4y.ed.gov/webinars/making-the-most-of-homework-time-1		Front Line Staff - 4					
IXL Foundations I	IXL	Covers strategies for using the Real-Time Diagnostic and the IXL Curriculum. Provides a deep-dive into the IXL Curriculum and IXL Analytics	Understanding of IXL. These sessions are live and hosted by a member of of IXL PD team so will be able to focus on middle school strategies.	Program Manager or Site Coordinator/Lead Staff	6	$495	21st CCLC	Oct. 2021	
IXL Elearning library	IXL/Program Director/Lead Staff (person who completed fundamentals)	Understand how to use IXL diagnostics and best practices for classroom instruction	Fidelity to best practices of incorporating IXL into the homework help sessions	Program Manager-1 Site Cooridinator-2 Front Line Staff – 4	Unlimit-ed	$495	21st CCLC	Staring in Sept. 2021	
SPARK	SPARK	Equip staff with the tools and information needed to get the most from the curriculum and their time with students.	Fidelity to best practices of incorporating Spark into sports, games, and other activities	1 staff from each site	32 credits	$1,080	21St CCLC	Starting in Sept 2021	
IYI Kids Count Conference	Indiana Youth Institute	Learn from over 70 sessions on best practices of working with youth and networking	The extensive offerings allow for targeted attendance at sessions related to aspects of	3 staff per year—will rotate to include all staff levels	2 days	$480 for 2 days, 3 people	21st CCLC		

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
		with other youth workers	our program that require improvement						
Indiana Afterschool Network Certification Program	IAN	To allow program staff to become certified as CYC	Students will be served by program staff certified as CYC	Unsure: Depends on Interest and previous certification	TBD	$2,250	21st Century	TBD	All
Indiana Summit on Out-of-School Time	IAN	Allow for additional staff to attend summit beyond the requirement for 21st CCLC grantees	Fuller staff understanding of current best practices and 21st CCLC processes	2 (site coordinators, lead staff, assistants)	1 day	$700	21st Century		
AAIM University	AAIM University	Provide tailored professional development online courses on a wide-variety of human resource topics including sexual harassment, diversity, managing staff, etc.	Improving work environment and effectiveness.	All	Unlimited	$1,300 for license	Internal HSI Funds	TBD	
MSDLT Required Programming	MSD of Lawrence Township	Courses include: Sexual Harassment, Bullying, Child Abuse, Health including COVID, Cultural Competence, MSDLT policies, Students experiencing homelessness, Youth Suicide	Assure that each of the afterschool staff members have the same basic understanding as the rest of the staff working at the middle schools.	All	5 hrs+	n/a	MSDLT Funds	TBD	

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Additional Training	HSI	To supplement all other PD opportunities through instruction by the Program Manager using materials from y4y.org	We anticipate that the Program Manager will have the most experience in afterschool programming and will experience training other staff	All	TBD	$500	21st CCLC	TBD	

Professional Development Plan Cost:

Total Estimated Cost	$6,000	% of Total Budget	**2%**

2. Assessment

The professional development needs of various staff members will be assessed and addressed on an annual basis by the Program Director and Project Manager. As part of their annual review, each staff member will be asked to set professional development goals.

3. Staff Plans

The specific professional development plan of all levels of program staff (program director, site coordinator(s), direct service staff, school day staff, etc.) will be designed based on the experience of each individual and their degrees, certifications, and professional development opportunities available as part of their other duties. For example, afterschool personnel who are also MSDLT personnel may have received general professional development on child development but not specific training on informal education techniques or specific STEAM education best-practices. The plans of Program Assistants who may be high school or college students will reflect their long-term career aspirations.

4. Enhancing Quality

As part of the annual IN-QPSA quality review process, the action plan will incorporate professional development goals that support the identified areas of improvement.

EVALUATION

1. Evaluation Plan

As noted in the table below describing the activities of the evaluator, the evaluation plan is a year-round commitment to partnering with HSI and MSDLT in facilitating the developing a quality program through frequent reports and feedback sessions and not just one annual visit and one annual report.

Preliminary Schedule of Local Evaluator Activities			
	Summer	Fall Semester	Spring Semester
2021-22	• Revise Evaluation Plan • Design parent and student interest surveys; analyze needs assessments • Generate pre and posts tests for the purpose of measuring competency of the middle schoolers	• Participate in Advisory Council • Assure pre-tests are conducted, analyze • Participate as needed in staff training concerning data collection, performance measures and evaluations • Site Observations	• Participate in Advisory Council • Participate in IN-QPSA • Assist in development of post-IN-QPSA Action Plan • Site Observation • Draft, Conduct and Analyze Parent and Student Surveys • Conduct Focus Groups
2022-23 2023-24, 2024-25	• Assist in collection of program data • Analyze performance measures • Analyze teacher surveys • Prepare annual evaluation report for submittal to state • Prepare summary evaluation report for dissemination to key stakeholders	• Review IN-QPSA action plan with staff • Revise Evaluation Plan • Participate in training • Site Observations • Participate in Advisory Council	• Participate in Advisory Council • Participate in IN-QPSA • Assist in development of post-IN-QPSA Action Plan • Site Observation • Draft, Conduct and Analyze Parent and Student Surveys Conduct Focus Groups

Components of the Evaluation Plan:

1. Data Collection/Analysis: Data will be collected with the oversight of the External Evaluator and Project Director, collaborating with program staff and partners. Site Coordinators will provide the

student/program data to the Program Director, who will be the primary Cayen (the states data system) expert on staff. The data collection pre/post instruments in the program evaluation are nationally-validated tools (i.e., ILEARN, NWEA, PEAR). Qualitative and quantitative data sets for each site will be compiled, aggregated and analyzed for their content, patterns and significance to program effectiveness and improvement. The evaluation plan adheres to scientifically-based research for program evaluation (i.e., American Evaluation Association, American Educational Research Association) and "best practices" related to USDOE/IDOE 21st CCLC program standards (and includes the IN-QPSA).

2. Observations: Observations/Site visits will be conducted of program activities, with the goal of understanding program implementation (i.e., how the program looked, what activities were offered, use of curriculum/activities, how the students, teachers, leaders were influenced by the activity, etc.) and the relational aspect of the program (i.e., how staff implemented the program activities and established rapport with the students, and the nature of relationships among staff and participants).

    Instrument: Assessment Protocol: IN Afterschool Standards Conducted by External Evaluator and Program Director. Timeline: Fall/Spring Annually (additional visits as needed)

3. Surveys: Parent-Student/Teacher Survey: These surveys will measure perceptions of student progress (improved homework completion/accuracy, class participation, attitudes/motivation, behavior, reading/math skills, attendance) competency, and program effectiveness (curriculum).

    Instruments: IDOE 21st CCLC Survey tools and new instruments developed by the evaluator based on program goals and continuous improvement strategies. (Site Coordinators will disseminate the Parent/Student/Teacher Surveys and they will be collected by Program Director and analyzed by External Evaluator) Timeline: annually/longitudinally

4. Focus Groups/Interviews: Formative and summative focus groups and interviews will be conducted annually and include questions about delivery of the program (including who is served, types/quality of activities, offered, staffing, curriculum/resources, implementation timeline, changes/refinements, program context, etc.), its progress, accomplishments, benefits; challenges/barriers; and the nature of the relationships between program staff and participants.

    Instrument: Focus Group Formative/Summative Protocols (conducted/analyzed by External Evaluator) Timeline: annually/longitudinally

5. Program Data: Each site will maintain daily/weekly/semester/annual records of activities, participation levels, involvement of partners/volunteers, student outcomes/demographics. Instruments: Program Records, Focus Groups/Interviews, Cayen, (compiled bySite Coordinaiors in Cayen and Program Records/analyzed External Evaluator) Timeline: Data entered weekly, as required by IDOE (Cayen)/finalized per semester, annually, longitudinally.

6. Student Data: Student outcomes (school/program attendance, grades, ILEARN, NWEA, PEAR) and demographic data Instruments: Program Records, Cayen, !STEP+, STAR, PEAR, grades/ attendance records (compiled by Site Coordinators and Coordinator of Research/Data in EZ Reports and Program Records/analyzed by External Evaluator) Timeline: Data entered weekly, as required by !DOE {Cayen)/finalized per semester/annually/longitudinally.

    Afterschool programming, such as HSI's award winning Tech Literacy, also incorporates skill development and competency assessments that will also be shared with the local evaluator.

7. Quality Improvement: Each site will participate in the IN-QPSA self-assessment process with representatives of key stakeholders (parents, program staff, school staff, and community partners) with the assistance/facilitation of the local evaluator. (report completed by Site Coordinators, and analyzed by Program Director and Local Evaluator) Timeline: annually/longitudinally,

2. Local Evaluator

HSI will contract with the Indiana Youth Institute (IYI) to act as the local evaluator. For three decades, the Indiana Youth Institute has supported the youth services field through innovative trainings, critical data, and capacity-building resources, aiming every effort at increasing the well-being of all children. IYI has nearly a decade of experience supporting the work of 21st Century Community Learning Center Programs.

IYI will assign a staff or professional consultants with expertise in developing and implementing evaluation plans for afterschool programs. The Indiana youth Institute has extensive experience in school-based evaluations and youth focused outcomes. In addition, specific IYI consultants have experience in 21st century learning centers data collection and continuous quality improvement Including the IN-QPSA process.

The Indiana Youth institute partnered with HSI in the development of the proposal through a contracted consultant and was very involved in the development of the evaluation plan and performance measures.

3. Strategies of Measurement:

The strategy used in choosing the measurement included discussion of best measures of academic success and in particular the classroom behavioral changes targeted by the afterschool programming and the applicable standards. The measures used by the 21st CCLC Elementary Programs was also reviewed to assure consistency. The measures also were chosen to allow for triangulation of data from grades, testing assessments, teachers, parents, and students.

It should be noted that while the stated performance measures that will be reported to IDOE are mostly year-end statistics, our intent is to review student skill development, informal feedback from school-day teachers, mid-term surveys on a regular basis.

We aim to serve middle schoolers in the afterschool program for 45 days or more throughout the 130 days that the program will be in session. As an incentive, we are willing to adapt to the student's sport schedules, other clubs and extracurricular activities, and make this afterschool program stand out in more ways than one. The flexibility that we are allowing will draw more students and parents into the afterschool program; we expect to exceed the minimum participants who will attend our afterschool program because of its unique qualities, like flexibility. We want to give the students some autonomy when it comes to an extracurricular activity and program like ours. The students will get an experience that will help them cope with the rigorous schedule and tedious work they will have come high school.

SAFETY AND TRANSPORTATION

1. Safe Transportation to/from the Site:

The MSD of Lawrence Township bus service will be providing the transportation home to the afterschool students. The bus drivers will be MSDLT drivers who have taken on additional, afterschool routes. The vast majority of students will be remaining in their daytime school building.

2. Transportation Needs of Working Families

The program will coordinate bus travel home with the school sports buses which depart the schools between 6-6:30 p.m., right at the conclusion of the afterschool program. This is a safe form of transportation that must follow all of the same rules as the typical day bus service in a public school. For families who wish to pick up their child at the school, there will be a protocol for picking up a child that is in line with MSDLT Board Policy as well as any licensing requirements.

3. Safety of youth on-site

Each of the middle schools that will house the program meet all of the safety and security requirements for public schools. The front office area is a locked area, where anyone entering must be "buzzed in". Families cannot pick up children without identification and documentation that they are permitted to pick up that child. The MSDLT employs many School Resource Officers (SRO) who also work for the Lawrence Police Department and the Indianapolis Metro Police Department. Each site leader will have the emergency phone numbers to assist with any concerns. All exterior doors at the school are locked so that no one can enter the school through a back door.

The schools were designed for children in seventh and eighth so all of the furniture, equipment, and restrooms are appropriate for this age group. The food services division meets all state and federal requirements so when they provide the snack and evening meal for the program students, it will be safe and nutritious.

The facilities and policies at the two sites currently meet or exceeds all of the safety standards in the Indiana Afterschool Network Standards and Indiana Rule 4.6 School-Age Child Care Programs. All staff will review the safety standards at the beginning of their employment and at the beginning of the school year. The safety standards will be evaluated every year as part of the IN-QPSA continuous improvement process.

4. Safety and Personnel Hiring

Personnel hired to work at the site will meet the minimum requirements of MSDLT and HSI. We anticipate that many of the staff of the program will also be MSDLT employees who have been sanctioned by the MDSLT Human Resources Department. Personnel will have all required and current licenses and certifications where applicable.

Program staff that are not also MSD Lawrence employees will attend additional trainings with school personnel for instructions on internal MSD Lawrence safety procedures and protocols.

Mental Health and Crisis training will be provided through MCOOY and will be available at no cost to the afterschool staff.

5. Background Checks and Records

Background Checks will be completed on all staff and applicable volunteers and the results will be kept on file along with other personal information in a locked cabinet at HSI offices as well as digitally in HSI's organizational database, only accessible by administration who are actively coordinating and overseeing the after school program. Additional training will be considered as needed throughout the year.

21st CCLC Budget Summary

Federal Agency: U.S. Department of Education   **Pass-Through Entity:** Indiana Department of Education

CFDA: 84.287   **Federal Award I.D.#:** S287C200014   **Fiscal Year of Award:** 2020   **Cohort #:** 10   **Cohort Year:** 1

Applicant Name	**Health and Science Innovations, Inc.**
Applicant Federal ID Number	**45-2836061**
Applicant DUNS#	**30319053**

		110	211-290	311-319	440	510-593	611-689	710-748	
Code Descriptions	Cheat Sheet	Salary Certified & Non Certified	Benefits Certified & Non Certified	Professional Services	Rentals	Other Purchased Services	General Supplies	Property	Line Totals
Account Number	Expenditure Account								
11000	Instruction	$ 126,680.00	$ 26,350.00	$ 20,160.00	$ -		$ 9,237.27		$ 182,427.27
21000	Support Services - Student	$ -	$ -	$ 3,800.00			$ 6,000.00	$ -	$ 9,800.00
22100	Improvement of Instruction (professional development)	$ -		$ 6,000.00		$ 800.00	$ -		$ 6,800.00
22900	Other Support Services-Admin	$ 37,000.00	$ -	$ 24,000.00		$ 500.00	$ 2,600.00		$ 64,100.00
26000	Operation & Maintenance	$ -	$ -						$ -
27000	Transportation	$ -	$ -			$ 6,000.00			$ 6,000.00
33000	Community Service Operations (parent engagement)	$ -	$ -	$ -		$ -	$ 3,600.00		$ 3,600.00
	Column Totals	$ 163,680.00	$ 26,350.00	$ 53,960.00	$ -	$ 7,300.00	$ 21,437.27		$ 272,727.27

LEA Indirect Cost Rate list	10.00%	Subtract the amount above $25,000 (per individual contracted service) from your total budget:	
		Total after deducting Property:	$ -
		Total Available for Indirect Costs:	$ 272,727.27
		Amount of Indirect Cost to be used:	$ 27,272.73
		Grand Total After Indirect Cost:	$ 300,000.00

21st CCLC Budget Details

Directions:
1. Enter the expense (staffing, supplies, PD, contracts, etc.) in the first column
2. Choose the corresponding budget category in the second column
3. Enter the cost in the third column

Do not edit the table below

Expense (description of expenses should be entered on the charts below)	Budget Category	Activity Total Cost
Ex: iPads (x10)	Instruction: General Supplies	$2,000.75
Program Director	Other Support Services: Salary (Cert./Non Cer	$ 25,000.00
Program Manager	Instruction: Salary (Cert./Non Cert.)	$ 40,000.00
Site Coordinators	Instruction: Salary (Cert./Non Cert.)	$ 30,000.00
Program Leaders	Instruction: Salary (Cert./Non Cert.)	$ 29,400.00
Program Assistants	Instruction: Salary (Cert./Non Cert.)	$ 17,200.00
FICA	Instruction: Benefits (Cert./Non Cert.)	$ 4,590.00
401k	Instruction: Benefits (Cert./Non Cert.)	$ 1,800.00
Health Care Benefit	Instruction: Benefits (Cert./Non Cert.)	$ 7,000.00
Payroll	Instruction: Benefits (Cert./Non Cert.)	$ 4,980.00
Liability Insurance	Instruction: Benefits (Cert./Non Cert.)	$ 7,800.00
Workers Comp.	Instruction: Benefits (Cert./Non Cert.)	$ 180.00
Student Transportation	Transportation: Other Purchased Services	$ 6,000.00
Academic/Enrichment Supplies	Instruction: General Supplies	$ 9,237.27
Tech Literacy	Instruction: Salary (Cert./Non Cert.)	$ 5,040.00
IDEAA Club	Instruction: Salary (Cert./Non Cert.)	$ 5,040.00
World Explorer	Instruction: Professional Services	$ 5,040.00
Arts, Crafts Programming	Instruction: Professional Services	$ 5,040.00
Culinary Programming	Instruction: Professional Services	$ 5,040.00
Other STEM	Instruction: Professional Services	$ 5,040.00
Family Fridays	Community Service Operations: General Supp	$ 3,600.00
Professional Development	Improvement of Instruction: Professional Ser	$ 6,000.00
IXL	Support Services (Student): Professional Serv	$ 1,800.00
SPARKS	Support Services (Student): Professional Serv	$ 2,000.00
Systems & Licenses	Support Services (Student):General Supplies	$ 6,000.00
Accounting	Other Support Services: Salary (Cert./Non Cer	$ 12,000.00
Bookkeeping	Other Support Services: Professional Services	$ 6,000.00
Evaluation	Other Support Services: Professional Services	$ 18,000.00
Staff Travel	Improvement of Instruction: Other Purchased	$ 800.00
Office Supplies	Other Support Services: General Supplies	$ 1,000.00
Printing Services	Other Support Services: Other Purchased Serv	$ 500.00
Equipment	Other Support Services: General Supplies	$ 1,600.00

Budget Category Reference	Category Total
Instruction: Salary (Cert./Non Cert.)	$ 126,680.00
Instruction: Benefits (Cert./Non Cert.)	$ 26,350.00
Instruction: Professional Services	$ 20,160.00
Instruction: Rentals	$ -
Instruction: Other Purchased Services	$ -
Instruction: General Supplies	$ 9,237.27
Instruction: Property	$ -
Support Services (Student): Salary (Cert./Non Cert.)	$ -
Support Services (Student): Benefits (Cert./Non Cert.)	$ -
Support Services (Student): Professional Services	$ 3,800.00
Support Services (Student): Rentals	$ -
Support Services (Student):Other Purchased Services	$ -
Support Services (Student):General Supplies	$ 6,000.00
Support Services (Student):Property	$ -
Improvement of Instruction: Salary (Cert./Non Cert.)	$ -
Improvement of Instruction: Benefits (Cert./Non Cert.)	
Improvement of Instruction: Professional Services	$ 6,000.00
Improvement of Instruction: Rentals	
Improvement of Instruction: Other Purchased Services	$ 800.00
Improvement of Instruction: General Supplies	$ -
Improvement of Instruction: Property	
Other Support Services: Salary (Cert./Non Cert.)	$ 37,000.00
Other Support Services: Benefits (Cert./Non Cert.)	$ -
Other Support Services: Professional Services	$ 24,000.00
Other Support Services: Rentals	$
Other Support Services: Other Purchased Services	$ 500.00
Other Support Services: General Supplies	$ 2,600.00
Other Support Services: Property	
Operations and Maintenance: Salary (Cert./Non Cert.)	$ -
Operations and Maintenance: Benefits (Cert./Non Cert.)	$ -
Operations and Maintenance: Professional Services	$

Operations and Maintenance: Rentals	$ -
Operations and Maintenance: Other Purchased Services	$ -
Operations and Maintenance: General Supplies	$ -
Operations and Maintenance: Property	$
Transportation: Salary (Cert./Non Cert.)	$ -
Transportation: Benefits (Cert./Non Cert.)	$ -
Transportation: Professional Services	$ -
Transportation: Rentals	$ -
Transportation: Other Purchased Services	$ 6,000.00
Transportation: General Supplies	$ -
Transportation: Property	$ -
Community Service Operations: Salary (Cert./Non	$ -
Community Service Operations: Benefits (Cert./Non Ce	$ -
Community Service Operations: Professional Services	$ -
Community Service Operations: Rentals	$
Community Service Operations: Other Purchased Servic	$ -
Community Service Operations: General Supplies	$ 3,600.00
Community Service Operations: Property	$
Total Budget	**$ 272,727.27**

Budget Descriptions: Non-Staffing	
DIRECTIONS: Provide a narrative below on how funding is allocated. Include the line number on which the funds are budgeted and the itemized amounts/items. **Example: Improvement of Instruction: Other Purchase Services: $1,500 Afterschool Conference registration and travel July 1-5, 2020 Chicago, IL**	
Professional Services	**Instruction:** Line 20 - World Explorer - $5,040 = 42 sessions x 2 sites x $60 Line 21 - Arts, Crafts Programming - $5,040 = 42 sessions x 2 sites x $60 Line 22 - Culinary Programming - $5,040 = 42 sessions x 2 sites x $60 Line 23 - Other STEM - $5,040 = 42 sessions x 2 sites x $60 **Support Services (Student):** Line 26 - IXL (learning site for K-12, provides personalized at home learning) - $1,800 = $15 subject x 2 subjects x 60 students Line 27 - SPARKS (physical activities, sports) = $2,000 **Improvement of Instruction:** Line 25 - Professional Development (IYI Training) - $6,000 = Exhibit B ($2,540) + Exhibit C ($1,550) + (CPR/First Aid, Behavior Mgmt) ($1,910) **Other Support Services:** Line 30 - Bookkeeping - $6,000 = 2% of total budget
Rentals	
Other Purchased Services	**Improvement of Instruction:** Line 32 - Staff Travel expenses - $800 = 2 sites x 10 miles x 130 visits x .31 **Other Support Services:** Line 16 - Student Transportation expenses - $6,000 = 2% of budget Line 34 - Printing Services (printer ink, paper) - $500
Supplies	**Instruction:** Line 17 - Academic and Enrichment Supplies (pens, paper, program supplies) - $9,237.27 **Support Services (Student):** Line 28 - Systems & Licenses (online licensing and online student development) - $6,000 = 2% of total budget **Other Support Services:** Line 33 - Office Supplies (postage, communication forms, paper) - $1,000 Line 35 - Equipment - $1,600 **Community Service Operations:** Line 24 - Family Fridays (bring parents to the schools, engaging in 2nd gen activities, showcase student projects) - $3,600 = 6 sessions x 2 sites x $300
Property	

	Budget Descriptions: Staffing				
Staff position	Certified or Non-Certified	Part-Time or Full-Time	Split Funded: Y/N?	Additional Funding Source	Stipend: Y/N?
Example: Afterschool Tutor	Non-Certified	Part-Time	N	N/A	N
Example: Site Coordinator	Certified	Full-Time	Y	Title IV & Afterschool Grant	N
Program Director	Certified	Full-Time	Y	Additional HSI Funding	N
Program Manager	Non-Certified	Full-Time	N	N/A	N
Site Coordinator	Non-Certified	Part-Time	N	N/A	N
Program Leader	Non-Certified	Part-Time	N	N/A	N
Program Assistant	Non-Certified	Part-Time	N	N/A	N
IDEAA	Non-Certified	Part-Time	Y	Additional HSI Funding	N
Tech Literacy	Non-Certified	Part-Time	Y	Additional HSI Funding	N

PROGRAM STABILITY

Program Sustainability will include a multi-tiered strategy:

1. Engaging the advisory groups on opportunities outside of 21st CCLC for funding, in-kind contributions, and volunteers.
2. Continuous Quality Improvement, through IN-QPSA the local evaluator, and professional development that will strengthen any future proposals to 21st CCLC.
3. Development staff within HSI and MSDLT incorporating the afterschool program work into other grants and funding requests
4. Working with other content providers (e.g., STEM, Arts, Cooking, etc.) to include services to the middle school in their main funding streams.
5. Sliding scale program fees for those families that can afford it to provide a base and expectation for fees.

Engaging the advisory groups on opportunities outside of 21st CCLC for funding, in-kind contributions, and volunteers.

HSI, with the assistance of MSDLT, will form an advisory committee to provide guidance and feedback on the operations of the afterschool program and support in long-term sustainability. Advisory committee members will include representatives from both middle schools. The advisory committee will meet quarterly. The External Evaluator will lead a review of the annual evaluation for one of the sessions. Long-term sustainability and funded development will also have a dedicated session.

Advisory committee members will include representatives from both middle schools. Recruitment for the advisory committee will include parents, at least one student from each school, school personnel not involved in the program, afterschool program staff, development staff from both HSI and MSDLT, the local evaluator, community partners, and local businesses.

The advisory committee will meet quarterly. The External Evaluator will lead a review of the annual evaluation for one of the sessions. Long-term sustainability and funded development will also have a dedicated session.

Continuous Quality Improvement, through IN-QPSA the local evaluator, and professional development that will strengthen any future proposals to 21st CCLC.

We hope to assure that the relationship with 21st CCLC program will be more than just a four-year grant but focusing on exceeding our goals and objectives and furthering the connection between our programming and best practices and the afterschool standards. Our investment in professional development and certified staff is part of this strategy.

Development staff within HSI and MSDLT incorporating the afterschool program work into other grants and funding requests.

We will be inviting the development staff of HSI and MSDLT to participate in the advisory committee to help identify other sources of funding such as Title 1, private foundations, and corporate donors.

Working with other content providers (e.g., STEM, Arts, Cooking, etc.) to include services to the middle school in their main funding streams.

While we understand that funding for afterschool programs outside the 21st CCLC program is difficult to obtain, we will be working with program partners to add their work with HSI/MSDLT in the other grant requests. For example, a cultural program could include their Family Friday showcase in their outreach/education grant request to the Central Indiana Community Foundation or the Clowes Fund.

Sliding scale program fees for those families that can afford it to provide a base and expectation for fees.

The program may have program fees based on a sliding scale could set the stage for long-term support from participating families. HSI has a similar approach to summer programming based on a sliding scale with those under 130% of the poverty level paying no fees. The combination of full-pay, partial pay, and families supported by outside grants has sustained the program over many years.