



21ST CCLC

NAME OF LEA OR ORGANIZATION	BOYS & GIRLS CLUBS IN INDIANA INC.
ADDRESS	973 N SHADELAND AVE, #296 INDIANAPOLIS, IN 46219
COUNTY	MARION
NAME OF CONTACT PERSON	LANA TAYLOR
TITLE	EXECUTIVE DIRECTOR
PHONE NUMBER	317.408.2133
EMAIL	LTAYLOR@INDIANABGC.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	LANA TAYLOR
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	LTAYLOR@INDIANABGC.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
BEVERIDGE ELEMENTARY SCHOOL - #4061 – CORPS #4690	100%	F	50	1-6
FRANKIE WOODS McCULLOUGH ACADEMY FOR GIRLS - #4086 – CORPS #4690	100%	F	50	1-6
EDGELEA ELEMENTARY SCHOOL - #8089 – CORPS #7855	56.98%	A	30	1-4
MIAMI ELEMENTARY SCHOOL - #8103 – CORPS #7855	86.26%	C	40	1-4
VINTON ELEMENTARY SCHOOL - #8117 – CORPS #7855	84.35%	C	30	1-4



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
BOYS & GIRLS CLUBS OF GREATER NORTHWEST INDIANA – JOHN WILL ANDERSON UNIT	2700 W 19 TH AVENUE	GARY, INDIANA LAKE COUNTY
LYN TREECE BOYS & GIRLS CLUBS OF TIPPECANOE COUNTY – 10 TH STREET UNIT	1529 N 10 TH STREET	LAFAYETTE, INDIANA TIPPECANOE COUNTY
LYN TREECE BOYS & GIRLS CLUBS OF TIPPECANOE COUNTY – BECK LANE UNIT	2112 BECK LANE	LAFAYETTE, INDIANA TIPPECANOE COUNTY

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-6
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	STEAM
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL – 2:30PM-7PM SUMMER – 10AM-7PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No



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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:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- 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;
- 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;
- 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;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence-based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- 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;
- 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;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- 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;



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- 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;
- 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;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- 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;
- 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;
- 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
- 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)
- All partners will review and comply with the above assurances.



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Boys & Girls Clubs in Indiana Inc.
Applicant Name (LEA or Organization)

Lana Taylor

Authorized Signature

8/7/2020

Date



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SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

Indiana Youth Institute – Evaluation Services

Lafayette School Corporation – includes Lyn Treece Boys & Girls Clubs of Tippecanoe County

Gary Community School Corporation – includes John Will Anderson Boys & Girls Club



**BOYS & GIRLS CLUBS
IN INDIANA**

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding is entered into between the Boys & Girls Clubs in Indiana, Inc. (BGCIN) and the Indiana Youth Institute. It is the intent of the parties represented to define the collaboration between the above stated entities and to work in support of the implementation of the 21st Century Community Learning Centers to be located in Lake, Marshall and Tippecanoe counties subject to funding by the Indiana Department of Education.

The goals of the BGCIN 21st CCLC program are:

- Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
- Increasing percentages of students regularly participating in the program will meet or exceed State and local academic achievement standards in reading and math.
- Students participating the program will show improvements on measures such as attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.
- The 21st CCLC will offer a range of high quality educational, developmental, and recreational services.
- The Center will establish and maintain partnerships within the community to increase levels of community collaboration.
- The 21st CCLC program will serve children and family members with the greatest needs for expanded learning.

The goals of this project can only be achieved through the collaborative work of service providers and schools in partnership with BGCIN. Therefore, IYI agrees to support the program by:

- Assisting members of BGCIN in creating and measuring the project outcomes.
- Designing data collection tools such as surveys and focus group or interview guides to be used with school and project personnel or participants.
- Supervising the data collection process, maintaining records of all collected data, and conducting statistical analyses for summative evaluation reports.
- Preparing summative evaluation reports as stated in the plan.
- Contributing to continuous improvement based on data.

This memorandum of understanding becomes effective when funding is granted through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Indiana Youth Institute
603 East Washington Street
Suite 800
Indianapolis, IN 46204

Boys & Girls Clubs in Indiana
973 North Shadeland Avenue
Box 296
Indianapolis, IN 46219



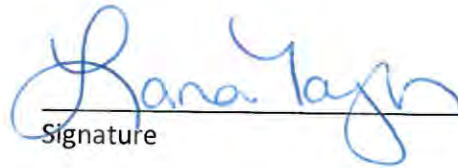
Signature

VP of Organizational Capacity

Title

8/3/20

Date



Signature

Executive Director

Title

8/17/2020

Date



BOYS & GIRLS CLUBS
INDIANA ALLIANCE

Tippecanoe Lafayette School Corporation and Boys & Girls Clubs in Indiana Inc.

The Tippecanoe Lafayette School Corporation, hereinafter referred to as TLSC, and the Boys & Girls Clubs in Indiana Inc., hereinafter referred to as BGCIN, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Boys & Girls Clubs in Indiana from the Indiana Department of Education.

Tippecanoe Lafayette School Corporation and BGCIN desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. TLSC and BGCIN will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Lyn Treece Boys & Girls Clubs of Tippecanoe County.

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 Out-of-School Time 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

Tippecanoe Lafayette School Corporation (TLSC) agrees to the following:

1. Provide adequate space for services when and if services are provided on site at the school locations. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at Edgelea Elementary, Miami Elementary, and Vinton Elementary 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 Edgelea Elementary, Miami Elementary, and Vinton Elementary Schools. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
2. Work collaboratively with BGCIN 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 TLSC and BGCIN 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 BGCIN.

5. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing BGCIN with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
6. Provide a parent sign-up table during school registration days or back-to-school nights. Send home flyers to families to encourage sign ups.
7. Designate an TLSC employee to serve on the 21st CCLC Advisory Group.

Boys & Girls Clubs in Indiana (BGCIN) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program
2. Provide Program Director to oversee Site Directors (Coordinators) and to support their collaborative work with school administrators and BGCIN partner agencies.
3. Provide up to five Youth Development Professionals at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Provide one Site Director at each Out-of-School Time Program site – Lyn Treece Boys & Girls Clubs of Tippecanoe County - for 4 hours per day, five days per week, for a minimum of 180 days. The Site 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 BGCIN and employed in the Out-of-School Time Program, as described in the Site Director job description.
5. Deliver services as an out-of-school time program from 3:00 PM to 7:00 PM at Lyn Treece Boys & Girls Clubs of Tippecanoe County on designated days of program's operation.
6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Tippecanoe Lafayette School Corporation and project evaluators (local and State).
7. Designate an BGCIN employee to serve on the Advisory Group for each designated site.
8. Be responsible for general program coordination, including set-ups & cleanup and first aid.
9. Provide out-of-school time snacks and other meals as deemed essential through the School Nutrition Program managed by IDOE.
10. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

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 by both parties annually. 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

Tippecanoe Lafayette School Corporation agrees to indemnify, defend and hold harmless BGCIN, 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 Tippecanoe Lafayette School Corporation. It is understood that such indemnity shall survive the termination of this Agreement.

BGCIN agrees to indemnify, defend and hold harmless Tippecanoe Lafayette School Corporation, 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 BGCIN. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, BGCIN 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). Tippecanoe Lafayette School Corporation, 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 Tippecanoe Lafayette School Corporation before commencement by BGCIN of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Tippecanoe Lafayette School Corporation. A certificate of insurance showing compliance with these requirements shall be filed with Tippecanoe Lafayette School Corporation Chief Financial Officer.

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.

FINGERPRINTING

BGCIN shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Tippecanoe Lafayette School Corporation that no employee of the contractor working with youth and parents of Tippecanoe Lafayette School Corporation/TLSC has been convicted of a violent or serious felony as defined by statute. BGCIN shall not permit any employee to have any such contact with a student at Tippecanoe Lafayette School Corporation until such certification has been received by Tippecanoe Lafayette School Corporation/TLSC. BGCIN shall supply Tippecanoe Lafayette School Corporation with a list of names of those employees who are cleared to work with youth and parents of the district. Tippecanoe Lafayette School Corporation will also conduct criminal background checks on BGCIN employees working to support its Out-of-School Time 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

Les L. Huddle 7-22-2020

Tippecanoe Lafayette School Corporation
Authorized Signature

Date

[Signature]

8/5/2020

BGC in Indiana Authorized Signature

Date

[Signature]

7.22.20

Lyn Treece Boys & Girls Clubs of Tippecanoe County

Date

BARRY RICHARDS



BOYS & GIRLS CLUBS
INDIANA ALLIANCE

Gary Community School Corporation and Indiana Alliance of Boys & Girls Clubs Inc.

The Gary Community School Corporation, hereinafter referred to as GCSC, and the Indiana Alliance of Boys & Girls Clubs Inc., hereinafter referred to as INABGC, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by the Indiana Alliance of Boys & Girls Clubs from the Indiana Department of Education.

Gary Community School Corporation and INABGC desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. GCSC and INABGC will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Boys & Girls Clubs of Greater Northwest Indiana - John Will Anderson Unit.

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 Out-of-School Time 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

Gary Community School Corporation (GCSC) agrees to the following:

1. Provide adequate space for services when and if services are provided on site at the school locations. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at Beveridge Elementary and Frankie Woods McCullough Academy for Girls; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Beveridge Elementary and Frankie Woods McCullough Academy for Girls. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
2. Work collaboratively with INABGC 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 GCSC and INABGC 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 INABGC.

5. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing INABGC with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
6. Provide a parent sign-up table during school registration days or back-to-school nights. Send home flyers to families to encourage sign ups.
7. Designate an GCSC employee to serve on the 21st CCLC Advisory Group.

Indiana Alliance of Boys & Girls Clubs (INABGC) agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program
2. Provide Program Director to oversee Site Directors (Coordinators) and to support their collaborative work with school administrators and INABGC partner agencies.
3. Provide up to five Youth Development Professionals at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Provide one Site Director at each Out-of-School Time Program site – Boys & Girls Clubs of Greater Northwest Indiana - John Will Anderson Unit - for 4 hours per day, five days per week, for a minimum of 180 days. The Site 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 INABGC and employed in the Out-of-School Time Program, as described in the Site Director job description.
5. Deliver services as an out-of-school time program from 3:00 PM to 7:00 PM at Boys & Girls Clubs of Greater Northwest Indiana - John Will Anderson Unit on designated days of program's operation.
6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by Gary Community School Corporation and project evaluators (local and State).
7. Designate an INABGC employee to serve on the Advisory Group for each designated site.
8. Be responsible for general program coordination, including set-ups & cleanup and first aid.
9. Provide out-of-school time snacks and other meals as deemed essential through the School Nutrition Program managed by IDOE.
10. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

TERMS

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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 supersedes 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

Gary Community School Corporation agrees to indemnify, defend and hold harmless INABGC, 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 Gary Community School Corporation. It is understood that such indemnity shall survive the termination of this Agreement.

INABGC agrees to indemnify, defend and hold harmless Gary Community School Corporation, 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 INABGC. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, INABGC 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). Gary Community School Corporation, 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 Gary Community School Corporation before commencement by INABGC of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to Gary Community School Corporation. A certificate of insurance showing compliance with these requirements shall be filed with Gary Community School Corporation Chief Financial Officer.

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.

FINGERPRINTING

INABGC shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Gary Community School Corporation that no employee of the contractor working with youth and parents of Gary Community School Corporation/GCSC has been convicted of a violent or serious felony as defined by statute. INABGC shall not permit any employee to have any such contact with a student at Gary Community School Corporation until such certification has been received by Gary Community School Corporation/GCSC. INABGC shall supply Gary Community School Corporation with a list of names of those employees who are cleared to work with youth and parents of the district. Gary Community School Corporation will also conduct criminal background checks on INABGC employees working to support its Out-of-School Time 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

Dr. Paige Mulletty 8/7/20
Gary Community School Corps Authorized Signature Date

Lana Taylor 8/7/2020
Indiana Alliance of BGC Authorized Signature Date

Rosemarie Jaiser 8/7/20
Boys & Girls Clubs of Greater Northwest Indiana -
John Will Anderson Unit Authorized Signature Date



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COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

* **Boys & Girls Clubs in Indiana, Inc.** did not meet with **Non-Public Schools**. The non-public schools are not served by our Clubs. Less than 5 youth from schools are members of our Clubs.

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

N/A

N/A

Non-Public School Representative

Signature

Dana Taylor

Applicant Representative

Lara Togn

Signature



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PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM): The Boys & Girls Clubs in Indiana (BGCIN) proposes the addition of six schools to the statewide network of 21st Century Community Learning Centers (CLC) through six elementary schools in three Indiana counties (Lake, Marshall, and Tippecanoe). The CLC will serve 200 elementary school youth. The local Boys & Girls Club (BGC) will coordinate programs at the CLC and have partnered with local school districts and other community groups for planning and implementation. Our program addresses three major priority areas including (1) improved academic achievement with a focus on improving literacy and STEM knowledge and skills, (2) improved behavior and (3) increased knowledge of career opportunities. We will utilize the following operational objectives, based on the needs we have assessed in our target school populations and communities and the goals of the CLC program: (1) program participants will increase reading and mathematics achievement, (2) decrease discipline referrals, (3) reduce late or missed homework assignments, (4) improve attitude and disposition toward learning, (5) increase the number of days participants attend school, (6) increase the number of participants regularly attending the program, (7) increase parent/guardian's knowledge of their child/teen's academic progress, and (8) increase knowledge of career options.

We propose to utilize the following evidence based curriculum: (1) Positive Action, (2) KidzLit and KidzMath, (3) Scholastic Success, (4) LEGO StoryStarters, (5) KidzScience, (6) BGCA STEM (Essentials, App Labs, DIY STEM, and Building Blocks), (7) Virtual Job Shadow Junior and (8) Virtual Job Shadow. Each Club will offer a minimum of three hours of daily school year programming for youth and a daily half hour Parent-In-Touch time. Programming will occur in five core areas including: (1) Education & Career Development, (2) Sports, Fitness & Recreation, (3) the Arts, (4) Health & Life Skills, and (5) Character & Leadership Development. Each child/teen will be tracked throughout their participation and receive two progress reports annually that will be shared with the youth's family and school day teacher.

Each child/teen will complete various assessments including: (1) Woodcock Johnson Tests of Achievement Reading Fluency, (2) either Woodcock Johnson Tests of Achievement Math Fluency/Math Calculation, (3) Attitude Towards School, (4) Attitude Towards Employment, and (5) STEM pre/post.

We propose the following performance measures: (1) Spring proficiency rates on the English/Language Arts portion of the Woodcock Johnson Tests of



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Achievement Reading Fluency Sub-test Assessment will increase from fall proficiency rates by 15% in Year 1; (2) Spring proficiency rates on the math portion of the Woodcock Johnson Tests of Achievement Math Fluency Sub-test Assessment will increase from fall proficiency rates by 15% in Year 1 program (Grades 1st-5th); and (3) Spring proficiency rates on the math portion of the Math Calculation Sub-test Assessment will increase from fall proficiency rates by 15% in Year 1 program (Grades 6th-8th).

Boys & Girls Clubs in Indiana will provide a Program Director and Project Coordinator to provide support and guidance to each Boys & Girls Club site. Each site will have a Site Coordinator, Education Enhancement Staff, Healthy Recreation Staff, and STEAM specific staff. The Indiana Youth Institute will operate as our third-party program evaluator.



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PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Minimum Criteria: All our selected sites meet the minimum requirements – all are over 40% Free/Reduced Lunch and two have a school grade of F.

School Name	Free/Reduced Lunch %	School Rating
Beveridge Elementary School	100%	F
Frankie Woods McCullough Academy for Girls	100%	F
Edgelea Elementary School	56.98%	A
Miami Elementary School	86.26%	C
Vinton Elementary School	84.35%	C

ORIGIN OF PARTNERSHIP: EACH LOCAL CLUB CONSULTED CLOSELY WITH SCHOOL LEADERSHIP TO ENSURE THAT THE CCLC DESIGN MEETS THE SPECIFIC ACADEMIC, DEVELOPMENTAL AND CULTURAL NEEDS OF ITS HIGHEST-NEED YOUTH. CLUBS HAVE PROVIDED AFTER-SCHOOL SERVICES TO LOCAL COMMUNITIES FOR OVER 160 YEARS AND DURING THAT TIME, THEY HAVE DEVELOPED A STRONG PARTNERSHIP WITH THEIR SCHOOLS IN ORDER TO OFFER SEAMLESS SERVICES TO CHILDREN. OUR CLUBS MEET AND TALK WITH SCHOOL LEADERSHIP AND TEACHERS TO ENSURE THAT OUR PROGRAMS AND SERVICES ARE ALIGNED TO THE SCHOOL DAY ENVIRONMENT.

PRIORITY AREA: THIS GRANT APPLICATION WILL HAVE A PRIORITY AREA THAT FOCUSES ON STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH).



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PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

PRIORITY POINT CRITERIA	ANSWER
NEW APPLICANT – NEVER 21 ST CCLC	N/A
RURAL AND LOW-INCOME APPLICANT	NO
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) SCHOOL OR 90% FRL	BEVERIDGE ELEMENTARY – CSI 2 FRANKIE WOODS McCULLOUGH – CS2 BEVERIDGE ELEMENTARY & FRANKIE WOODS McCULLOUGH – 100% FRL
SERVE 75% OR MORE HIGH SCHOOL YOUTH	NO
25% OF STAFF COMPLETED CYC CREDENTIAL	NO
30% OF MORE TIME DEDICATED TO STUDENTS WITH DISABILITIES, ELL, HOMELESS, FOSTER CARE OR MIGRANT YOUTH	NO

WE WOULD QUALIFY FOR PRIORITY POINTS BASED ON THE FACT THAT TWO OF OUR SITES ARE CLASSIFIED AS CSI (CSI 2) SITES AND ANOTHER TWO SITES ARE 100% FREE/REDUCED LUNCH AND TWO OTHERS APPROACHING 90%.



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NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Data evidence:

Club	Child Abuse - Neglect – per 1,000	Food Insecurity	Children in Poverty	Average increase in reading**	AVG increase in math**
John Will Anderson	15.0	18.8%	24.6%	65%	34%
Lyn Treece - 10 th Street and Beck Lane	14.6	16.8%	14.7%	63% - 10 th Street 46% - Beck Lane	65% - 10 th Street 41% Beck Lane

** as measured by the Woodcock-Johnson Tests of Achievement Reading Fluency, Math Fluency and/or Math Calculation subtests.

In addition to these statistics there are additional ones that also show the depth of problems and concerns that are facing Hoosier families today.

Club	Adults (18+) with no High School Dip or GED	Unemployment Rate June 2020	Single Parent Family	Mental Health Shortage Area – scores 0-26 – higher more need
John Will Anderson	14%	15.8%	41.0%	Yes, 17
Lyn Treece - 10 th Street and Beck Lane	7.7%	9.9%	32.3%	Yes – 22



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Specific data on the schools include:

School	ILEARN Below Proficiency – E/LA	ILEARN Below Proficiency – Math	School Suspension - Number	Chronic Absenteeism – absent at least 10% of the school year	Safety & Disciplinary Incidents
Beveridge Elementary School	90.3%	89.8%	15.5%	27.3%	217
Frankie Woods McCullough Academy for Girls	78.3%	78.3%	8.2%	21.8%	33
Edgelea Elementary School	48.1%	39.2%	4.5%	7.5%	33
Miami Elementary School	71.3%	55.5%	8.1%	22.9%	68
Vinton Elementary School	51.6%	41.0%	9.0%	12.9%	67

School	# of Children to Serve	Economically Disadvantaged	Special Education %	English Language Learners %	Minority Population %
Beveridge Elementary School	40	100%	9.6%	0%	99.2%
Frankie Woods McCullough Academy for Girls	40	100%	10%	1%	98.7%
Edgelea Elementary School	30	56.5%	16.4%	16.4%	38.3%



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Miami Elementary School	30	86.2%	16.6%	12.2%	69.8%
Vinton Elementary School	30	83.7%	21.9%	19.3%	52.9%

Current Programming and Enhance/Expand:

School name	Current programs (services, time, days, # students)	Expansion/enhancement programs (New services, time, days, # students)
Beveridge Elementary	Afterschool sports, Girl Scouts, Boys Scouts, Drum Line, and tutoring in math two days per week for grades 5-6.	M-R 1:30-7pm and F 1:30-6pm. Hours are 9am to 6pm for days when school is not in session (i.e., summer break, holiday breaks, and spring break). Programming includes: (1) Education & Career Development, (2) Character & Leadership Development, (3) the Arts, (4) Health & Life Skills and (5) Sports, Fitness & Recreation. Club fee is \$35 per year. Propose to serve: 40
Frankie Woods McCullough Academy	Afterschool sports, STEM Scouts, and Science Club	M-R 1:30-7pm and F 1:30-6pm. Hours are 9am to 6pm for days when school is not in session (i.e., summer break, holiday breaks, and spring break). Programming includes: (1) Education & Career Development, (2) Character & Leadership Development, (3) the Arts, (4) Health & Life Skills and (5) Sports, Fitness & Recreation. Club fee is \$35 per year. Propose to serve: 40
Edgelea Elementary	YMCA offers on-site before and after-school programming. Open M-F 7m-9am and 2:45-6pm. They charge \$45 full time for before school and \$60 full time (4-5 days/week) per	M-F 2:45pm - 8 pm (4 th grade and younger can stay until 6pm). Hours are 9am to 4pm for days when school is not in session (i.e., summer break, holiday breaks, and spring break). Programming includes: (1) Education & Career Development, (2)



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	child. Maximum of 30 children.	Character & Leadership Development, (3) the Arts, (4) Health & Life Skills and (5) Sports, Fitness & Recreation. Club fee is \$10 per year for one child or \$20 per year for a family. Propose to serve: 30 regularly attending students.
Miami Elementary	YMCA offers programming at their YMCA location before and after-school programming. They transport youth from the YMCA location to the school. Open M-F 6am-9am and 2:45-6pm. They charge \$45 full time for before school and \$60 full time (4-5 days/week) per child. Maximum of 30 children.	M-F 2:45pm - 8 pm (4 th grade and younger can stay until 6pm). Hours are 9am to 4pm for days when school is not in session (i.e., summer break, holiday breaks, and spring break). Programming includes: (1) Education & Career Development, (2) Character & Leadership Development, (3) the Arts, (4) Health & Life Skills and (5) Sports, Fitness & Recreation. Club fee is \$10 per year for one child or \$20 per year for a family. Propose to serve: 30 regularly attending students.
Vinton Elementary	YMCA offers programming at their YMCA location before and after-school programming. They transport youth from the YMCA location to the school. Open M-F 6am-9am and 2:45-6pm. They charge \$45 full time for before school and \$60 full time (4-5 days/week) per child. Maximum of 30 children.	M-F 2:45pm - 8 pm (4 th grade and younger can stay until 6pm). Hours are 9am to 4pm for days when school is not in session (i.e., summer break, holiday breaks, and spring break). Programming includes: (1) Education & Career Development, (2) Character & Leadership Development, (3) the Arts, (4) Health & Life Skills and (5) Sports, Fitness & Recreation. Club fee is \$10 per year for one child or \$20 per year for a family. Propose to serve: 30 regularly attending students.

We are seeking to expand into these new Boys & Girls Clubs locations based upon the high need exhibited for the children and families that live nearby. With COVID children are exhibited more and more ACES (Adverse Childhood Experiences) that have long-lasting impacts through adulthood. These ACES can influence future social, mental, and physical health, as well as impact a person's tendency to inflict violence toward others (CDC, 2019). ACES can be



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prevented but require community support to create enriched environments where children can thrive (ISDH, 2020).

Club youth, across Indiana, are being negatively impacted by COVID-19 including the following:

- 4 out of 5 Club members are isolated at home during this crisis, facing learning loss challenges coupled with a lack of technology access and capabilities
- 4 out of 5 Club families live in poverty; their lack of resources puts youth at risk for increased mental health and emotional issues and a heightened risk of abuse and neglect
- 4 out of 5 Club members face hunger and food insecurity

The risk factors that can lead children to experiencing ACES include: (1) physical, emotional, sexual abuse and neglect, (2) mental illnesses, (3) incarceration, (4) domestic abuse, (5) substance abuse, (6) divorce, (7) poverty, (8) homelessness and (9) violence (Felitti et al, 2019 and Herman et al, 1997).

But, with the support of our Clubs and staff, we can assist children and youth by providing protective factors including: (1) healthy relationship from parents, caregivers, guardians, (2) supporting and safe environment, (3) resilience among individuals, families and communities with whom individuals live and interact, (4) help in identifying and cultivating a sense of purpose, (5) stable housing environment, (6) investment into educational opportunities, (7) socioeconomic advantages, (8) children's social and emotional health, (9) social connections, and (10) individual developmental competencies (problem solving, skills, self-regulation (Fortson et al, 2016 and Minnesota Department of Health, 2020).

Protective factors help a child feel safe more quickly after experiencing the toxic stress of ACES and help to neutralize the physical changes that naturally occur during and after trauma. If the child's protective networks are in good working order, development is strong even in the face of severe adversity (Minnesota Department of Health, 2020).

Identified Needs: As a youth development agency, we focus all our efforts on providing quality services and programming to advance youth to reach their full potential as productive, caring, responsible citizens. We provide a world-class



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Club experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. Each year we conduct a national assessment called the National Youth Outcomes Initiative (NYOI). This survey (available in Spanish and English) is administered to youth and staff members to gather data in a variety of modules including (1) the Club Experience, (2) Safety, (3) Academic Success, (4) Good Character & Citizenship, (5) Healthy Lifestyles, and (6) Social and Emotional Development. In addition to these core areas, we can also gather data on (1) Avoidance of risk behaviors (teen members), (2) Bullying, (3) Social Emotional Development, (4) Science Technology Engineering and Math (STEM), and (5) the Arts. We use the NYOI data to develop a service plan for the coming year for each site.

In addition to the NYOI data, we also collect information from parents each year to gather their thoughts and ideas to make our programming more consistent with what they see as needs for their children and teens. This includes parent orientations, parent volunteerism, family night activities, social media, parent surveys and focus groups.



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PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Project Collaboration: Each Club site is providing all facilities and equipment as a contribution to the program. We estimate that this is approximately \$30,000 per site for a total of \$120,000 in match for building space, utilities, and equipment such as computers, TVs, and copiers. In addition, each Club's Executive Director will provide in-kind match of the overall program supervision. We anticipate that the value of this contribution is approximately \$5,000 per Club for a total match of \$20,000.

Each site will have access to our statewide AmeriCorps grant where Clubs can "hire" AmeriCorps members to provide 21st CLC programming. The AmeriCorps grant allows Clubs to hire additional volunteers (with stipend) at a cost of \$3.00/hour and the grant assists by paying the additional \$6.00/hour. This helps Club increase their ability to hire more staff as their cost for AmeriCorps members remains low.

All four sites currently participate in the Child and Adult Care Food Program (CACFP) which provides financial assistance in providing daily nutritious snacks or meals. Financial reimbursement is based on the number of snacks or meals served to the children at each site. These programs and funding sources benefit our 21st CLC program by increasing the amount of funds coming in to support the children/teens, provide additional staffing/volunteer supports and healthy snacks and meals.

Research has found that children/teens who are in affirmative and caring relationships with adults are more resilient against negative and harmful life circumstances. Resiliency is an important factor of children/teens success in overcoming challenges in their life. It has been found that a large part of this resiliency is related to protective factors - one of them being a supportive and caring relationship with an adult mentor who is not a family member. A mentor can provide a caring friendship and new perspectives, as well as be a role model in the life of a child/teen. (National Library of Medicine, National Institutes of Health, 2015).

Identifying Partners: The primary partners for this proposal includes the school district, individual schools, local Boys & Girls Club, and the Boys & Girls Clubs in Indiana. The MOUs are included in the application materials.



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Additional programming partners will be included such as:

Club Site	Programming Partners
John Will Anderson BGC	Positive Teen Health provides healthy lifestyle curriculum to Club youth that focuses on making healthy choices regarding drugs, sex, alcohol, and relationships. AeroStar Avion Institute in Chicago provides a Science of Aviation program for youth. Steel City Academy Charter School hosts Gear & Flame Week that focuses on teens and offers workshops and mini courses on things like etiquette, spoken word poetry, community advocacy and organizing, sewing, ACT Prep and intro to culinary arts.
Lyn Treece – 10 th Street BGC and Beck Lane BGC	The Club has a working relationship with St. Elizabeth School of Nursing, Greater Lafayette Commerce and Purdue University's 3-Dimensional Printing Club. The nursing students visit monthly to address public health issues and lead activities with members. The Greater Lafayette Commerce helps coordinate and supply the Coder DoJo program, along with the Purdue 3-D print Club. The Coder DoJo runs weekly, where members are learning how to do coding, robotics and use the AutoCAD program for 3-D Printing.

Volunteers: The first set of volunteers that will serve our after-school programs are AmeriCorps members. We have 180 AmeriCorps members (Corps) that provide intensive education and physical activity programming to the children attending our Clubs. Our Corps members can serve a variety of terms (1700, 1200, 900, 675, 450 or 300-hour terms) and serve at Boys & Girls Clubs locations across Indiana. The Corps members will provide homework help, academic



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remediation, healthy snacks and meals, arts education, health and wellness and physical activities to the children attending our 21st CCLC sites. All Corps members complete an in-depth background check that includes: (1) application form, (2) NSOPW (National Sex Offender Public Website) check, (3) State Background Check and (4) Federal Bureau of Investigations (FBI) fingerprint check. All Corps members must complete a minimum of 12% and no more than 20% of their service hours in professional development as per our training policy.

Clubs also recruit volunteers directly from their local communities through local service Clubs (Rotary, Kiwanis, Shriners, etc.), local schools (colleges, universities, high schools, etc.), and local professional organizations or businesses looking for ways for their employees to give-back. These volunteers must also complete a comprehensive background check if they have episodic or on-going contact with children and youth at the Clubs.



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PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Recruitment Criteria: Boys & Girls Clubs included in this application are well positioned to meet their recruitment goal of serving 200 youth from the six identified schools located in three different school districts. Due to changes based on a national movement towards improving safety and security, there has been an increased focus on providing in-depth programming and opportunities for families. We propose to use a multi-prong approach in our efforts to ensure we meet our enrollment numbers for this expansion program including the following techniques:

1. Participate in Back to School Nights at each School
2. Reach out directly to students and parents by attending extracurricular events such as sports, math bowl, spelling bees, parent-teacher nights, TPA nights and events
3. Word of mouth – once kids start attending our activities and events, they will be encouraged to ask their friends to join and come attend
4. Frequent updates on Social Media such as Facebook, Twitter, and the Club website
5. Offer a wide variety of engaging activities that meet the program goals and the interests of the youth. Offer quality and interactive programs that can link the youth to real-worth experiences
6. Twice a year hand out a survey to children and parents to ask for ideas on new programs, activities, and field trips/experiential learning opportunities
7. Seek support from parents through offering volunteer opportunities, sponsorship of events, donation of materials, and chaperoning
8. Hand out flyers and materials to each school to share with families and to recruit members by teachers that identify youth in need of additional support.
9. Hire well-educated staff who demonstrate an ability to connect easily with students especially those identified as at-risk
10. Work to uncover barriers, such as transportation, and partner with others in the community to offer creative solutions or alternatives.

One major strategy that we will be utilizing for this initiative is transportation assistance. Because we are in a rural community and children are spread out that attend our three schools, transportation to the Club had been a potential barrier for enrollment and retention. However, we have developed a strong partnership with the schools so that each school transports the children from the



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school to the Boys & Girls Club location daily. The schools see the benefits of the programs at the Club for their kids.

Community Data: Boys & Girls Clubs, like other youth serving organizations, are seeing significant changes in their communities that are negatively impacting the development of our youth. Our Clubs are facing significant problems including illegal drugs, alcoholism, opioid abuse, mental health problems, domestic violence, child neglect and abuse and many more. Indiana ranks 41 overall for health rankings (United Health Foundation, 2020). Specific data includes (Indiana State Department of Health, 2020):

- In the past three years, obesity increased 9% from 31.3% to 34.1% of adults
- Since 2007, drug deaths increased 176% from 8.6 to 23.7 deaths per 100,000 population
- Since 2012, diabetes increased 23% from 10.2% to 12.5%
- Since 2018, suicide increased 6% from 15.7 to 16.6 per 100,000 population
- Challenges facing Indiana include: (1) high prevalence of smoking, (2) low rate of mental health providers, and (3) low immunization coverage among children.

Indiana's highway system is a key pathway for drug-trafficking that connects Chicago, Indianapolis, Cincinnati, and Louisville. The suicide rate continues to increase and is the second leading cause of death in the 15-34 age group and third leading cause of death among those 10-14 years of age.

All three counties we will focus on are in federal mental health professional shortage areas. Clubs are working to increase their staff capacity and community partnerships in efforts to become leaders in their communities and offer missing services needed for children to address their mental health needs and give children and families tools to address these needs.

Parental Involvement: Clubs will actively engage parents because their involvement is critical to their children's academic and social growth. Targeted families are low-income, pressed for resources and in need of information and strategies to assist their children. At the time of student enrollment and family orientation, we will introduce BGCA's Family PLUS program. This family support and engagement program promotes family resiliency and bonding through four components: (1) Kinship Care (providing resources to the entire family); (2) Father Involvement (in the lives of their children, the Club and community); (3)



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Outreach to Families and the OJJDP best practice FAN Club that involves parents in the SMART Moves program. We tailor the program to the cultural background of the families. Family PLUS has a dedicated web site for parents and parenting information. Sessions on child development and adult skill development (part of the Economic Opportunity component) helps parents learn the skills their children are acquiring. Parent committees chose the topics and plan activities quarterly including those that address the above issues and present expert speakers.

A recent study of the Family PLUS implementation yielded dramatic results: there was a statistically significant increase in the number of family support activities offered and father involvement activities experienced the largest boost – 75%. Parent-staff relationships, Club visibility and child behavior also improved because of family support activities.

Type of Family/Parent Service	Activities	Frequency
Parents in Touch Time	Staff will provide daily updates on youth activities and efforts. Parents can come in to discuss concerns and issues with staff.	Daily
21 st CLC Program Newsletters	Newsletters will provide families with updates on the program, upcoming field trips, celebrations, tips, and resources available.	Monthly
Volunteer Opportunities	Parents will be given the opportunity to volunteer in the Club to provide field trip chaperones, career guest speakers, coaches, and homework help assistance. This is in partnership with the Department of Workforce Development and OFBCI.	On-Going
Workforce Development Exchange	Parents will be given information from local WorkOne centers as part of the partnership with Indiana Kids, Department of Workforce Development and OFBCI.	On-Going
21 st CLC Advisory Council	Parents will be invited to participate in the Advisory Council to ensure that parent/family views are included in planning and evaluating the program	Quarterly



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Parent/Family Surveys	Parents will provide feedback on goals, programming, and implementation of the 21 st CLC program through the completion of surveys	Two times per year
Family Events	The Club will host two family events such as Thanksgiving, Back to School Night, Christmas party, Spring Break. Activities will be planned where parents and children can complete them together - play games, complete art projects, eat a meal together, and other planned activities	Two times per year

Snack and/or Meals: The Indiana Alliance of Boys & Girls Clubs is an approved IDOE Snack/Meal sponsor. We are approved to provide the Child & Adult Care Food Program (CACFP – school year) and the Summer Food Service Program (SFSP – summer). During afterschool hours, each Boys & Girls Club will provide participating children and youth with approved nutritious snacks and meals. Each site is currently operating the following:

Club Name	Meals Served School Year
Boys & Girls Clubs of Greater Northwest Indiana – John Will Anderson Unit	Currently offers Supper and PM Snack
Lyn Treece Boys & Girls Clubs of Tippecanoe County – 10 th Street Unit	Currently offers PM Snack (Lunch is offered on school breaks/holidays)
Lyn Treece Boys & Girls Clubs of Tippecanoe County – Beck Lane Unit	Currently offers PM Snack (Lunch is offered on school breaks/holidays)

Weekly Schedule: Each of our Boys & Girls Club Units are required to follow national standards which includes serving a minimum of 100 members at least ten months per year, five days per week, and four hours per day.



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School Year - Daily Schedule – slight adjustments will be made based on individual site needs:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2-3pm	Recreation	Recreation	Recreation	Recreation	Recreation
3-4pm	Literacy	Literacy	Literacy	Literacy	Literacy
4-5pm	STEAM	STEAM	STEAM	STEAM	STEAM
5-6pm	Health & Wellness	Health & Wellness	Health & Wellness	Health & Wellness	Health & Wellness
6-7pm	STEAM	STEAM	STEAM	STEAM	STEAM
6pm-7:30pm	Parent Pick Up – Updates	Parent Pick Up – Updates	Parent Pick Up – Updates	Parent Pick Up – Updates	Parent Pick Up – Updates

Each site that offers meals/snacks hold those at different times, and due to COVID, they will be handed out to youth in their programming space at their designated times. Most snacks are offered between 2-4pm daily and those that serve supper typically offer it between 4-6pm daily.

Our sites currently do not offer summer programming.

Activities that are offered during each session time include:

Recreation: This is held immediately after getting to the Club to assist youth in “running off some steam”, they get active, move around, play sports and games. Helps to transition youth from sitting in their classrooms all day to the programming at the Club. This includes but is not limited to: Triple Play: Mind, Body & Soul (healthy minds/healthy bodies and nutrition program), Dance Class, Basketball, MLB Baseball, Jr NBA, and other sports depending on the season and weather.

Literacy: During this time at the Club, youth focus on completing their homework or doing remediation that focuses on improving their reading and language arts skills. All youth receive a reading pre-test to assess their current reading level – they obtain a grade equivalent score which is then compared to determine if the child is at, above or below grade level. This includes but is not limited to Indiana Kids (TANF funded academic support program), Power Hour



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(homework), Story Hour, Literacy Cosplay Days (ex: Harry Potter Day, Hunger Games Day, etc.), and LEGO Story Starters.

STEAM: During this time, youth are exposed to a variety of in-depth activities. The club has restructured their Club facility to accommodate these programs. All youth complete a pre/posttest to evaluate their increase in STEAM skills. This includes but is not limited to: VEX Robotics, 3D Printer activities, Music with Jared and Music Makers (focus on guitars and percussion), Drama Matters (set design, stage lighting, set building, stage make-up, and directing), Coding, Money Management, Culinary Arts, LEGO STEM, Girls in STEM Challenge, Ultimate Journey (environmental education), Summer Brain Gain (summer learning loss prevention), DIY STEM (energy & electricity, engineering design, food chemistry, science of Sports, football), Digital Literacy (digital safety, privacy, digital presence, online communication and retro gaming), etc.

Health & Wellness: During this time, youth are given opportunities to learn about their physical, mental, emotional, and social health. We focus on prevention efforts including substance abuse, delinquency, bullying and discrimination. This includes but is not limited to: SMART Moves (alcohol, tobacco and other drugs and pregnancy prevention), SMART Girls (focus on issues specific to girls), Passport to Manhood (focus on issues specific to boys), Be a Star (effective learning, decision making, creativity, relationships and mental health), Safe Zone Project (LGBTQ focus for youth), Opioid Prevention (Positive Action curriculum and partnerships with Partnership for Drug Free Kids), etc.

Alignment to Standards: We have linked our programs and curriculums to the Indiana Academic Standards through our Indiana Kids program. Those educational activities are provided to each Club across Indiana. It is a formal document that outlines each of the BGCA nationally developed curriculum and how it links to the academic standards. In addition, we have taken each schools' improvement plan and what their focus in English/Language Arts and Math are and have built those into our curriculum and planning for the coming 21st CCLC program year.

As part of our requirements, we also have each site complete the IN-QPSA which focuses on the standards outlined by the Indiana Afterschool Standards. Each site is required to utilize stakeholders from various areas within their community to conduct the IN-QPSA and then take those results to participate in continuous improvement and adjust as areas of need are identified.



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Staff Recruitment and Retention: We focus recruiting efforts on Strategic Talent Acquisition (STA) instead of simply recruitment. STA takes a long-term view of not only filling positions today but using the candidates out of a recruiting campaign to fill similar positions in the future. We are fortunate to be a part of a national movement with Boys & Girls Clubs of America (BGCA). As part of that relationship, we are given resources and policies to follow in our operations efforts. Through BGCA, we get access to job descriptions, employment applications, job posting methods, and interviewing tips.

For the 21st CCLC program, each Club, within their own local area, will recruit and hire their 21st CCLC staff based upon their goals, needs and safety standards. Each Club works to reduce bias during our hiring process which includes:

1. Seek to understand – understand hiring prejudices and how they operate, include awareness training, and take steps to minimize bias
2. Review job descriptions – review all job descriptions to ensure even subtle word choices are reviewed. There are software programs that can highlight the stereotype words and remove or replace them with more neutral words.
3. Go blind for resume reviews – focus on each candidate's specific qualifications and talents, what does each person bring to the table.
4. Give a work sample test – mimic tasks the candidate would do on the job and evaluate their response. Ask candidates to solve work-related problems which will critique the candidate's work versus unconsciously judging
5. Standardized interviews – utilize structured interviews where each candidate is asked the same questions and create a scorecard that is used for all candidates with the same scale utilized.
6. Consider likability – although natural to focus on likability, this creates a different type of bias so we make sure that we understand that we have this bias and then, like the interviews, create a scorecard and rank the likability of each candidate on the same scale
7. Set diversity goals – research suggests that diversity in the workforce results in various business advantages, this also encourages those involved in the hiring to keep diversity and equality top of mind.

Our retention of employees is based on the following outcome goal - To empower each employee to feel ownership for the club and the kids we serve in order to produce a positive experience for both staff and members resulting in retaining qualified, trained and satisfied employees. We can accomplish this



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through continued trainings and creating a sense of community through peer and administrative support. With this plan we look at the four C's and each Club focuses retention on each of these steps:

Compliance

- Each stage of onboarding should align with a retention strategy to impact employee retention

Clarification

- Budget retention strategies in your annual planning cycle.
- Design measurement systems and surveys to determine if retention strategies are significant and understand ways to improve retention

Culture

- Align retention strategies with organizational culture, values, and resource constraints.

Connection

- Create an internal newsletter that introduces newly hired staff, highlights accomplishments of current staff at each clubhouse and updates all staff of current events or initiatives that the organization is working on.
- Host a BBQ or potluck for staff to mingle in a relaxed environment. (quarterly)
- Clubhouse directors should use the information collected from the "my motivators" worksheets to give smaller more personalized rewards and/or thank you acknowledgements
- Drawings for prizes or rewards* determined by behavior, performance, attitude, attendance, etc.
- Employee morale surveys, employee input surveys
- Online platform for employees to connect to each other and ask questions, offer encouragement, and get to know each other outside of the clubhouse.
- Provide frequent and relative training opportunities for staff to feel empowered and productive.

Staff Positions Per Site with Quantity	Rate of Pay/Hourly Rate
Site Coordinator – 1 per site	\$25.00
Program Staff – Education Youth Development Professionals – 4 per site	\$15.00
Program Staff – Healthy Lifestyles Youth Development Professionals – 2 per site	\$12.50
Program Staff – STEAM Youth Development Professionals – 2 per site	\$18.00



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

Successful student recruitment and retention efforts and successful attainment of academic outcomes - Boys & Girls Clubs across Indiana operate within their local communities to provide needed before and after school care as well as summer programming.

Club Name	Total Youth Served 2019	Average Daily Attendance 2019
John Will Anderson BGC	1,356	247
Lyn Treece BGC – 10 th Street	386	85
Lyn Treece BGC – Beck Lane	435	96

These Clubs have provided academic remediation programs to children with much success over the past years including data obtained through our Indiana Kids program. Indiana Kids is an academic program focusing on serving children in grades 1-12 that are eligible for TANF (Temporary Aid for Needy Families). This program focuses on providing one-on-one and group homework help and tutoring services. Pre and Post tests are administered on all youth utilizing the Woodcock Johnson Tests of Achievement Reading Fluency and Math Fluency/Math Calculation subtests. A summary of Club performance is in the chart below:

Club Name	Number of Enrolled Youth	Retained to Post Test %	Average Percent Improvement in Reading	Average Percent Improvement in Math
John Will Anderson BGC	69	96%	65%	34%
Lyn Treece BGC – 10 th Street	205	98%	63%	65%
Lyn Treece BGC – Beck Lane	146	90%	46%	41%



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**Based on Woodcock Johnson Tests of Achievement Reading Fluency & Math Fluency Subtests.

21st CCLC experience – Boys & Girls Clubs in Indiana has been operating a Cohort 9 grant program that includes three Boys & Girls Clubs organizations. We are in year 3 of our 4-year grant program.

Executive Summary from Most recent two years of evaluation – see attached Executive Summaries from our Year 1 evaluation (we do not have the final version for Year 2 yet).

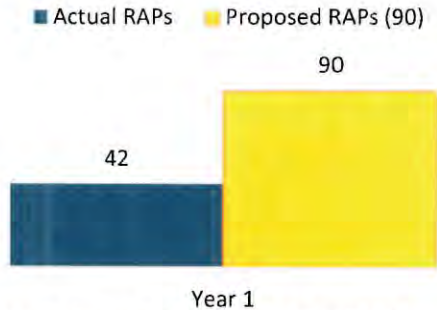
Professional Development Plans for most recent two years – see attached Professional Development Plans – Years 1 and 2

Results of any 21st CCLC monitoring visits - We did not have any monitoring visits



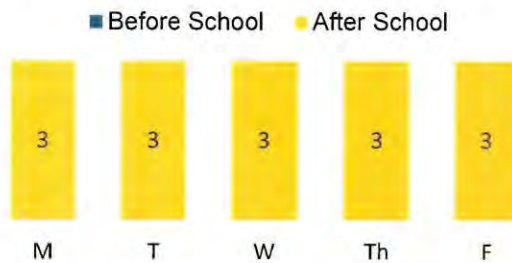
Program Participation and Participant Characteristics

School-Year Attendance



Program Hours Offered per Week

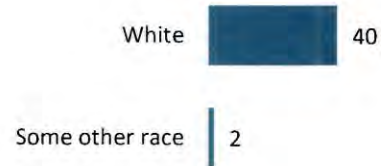
2018-2019 School Year



Total Attendance Days: 180
(2018-2019 School Year)

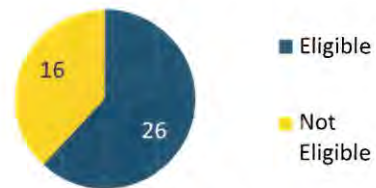
Race

Among 2018-2019 RAPs



Free and Reduced Lunch

Among 2018-2019 RAPs



Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: 36
- Intermediate/Middle School: 6
- High School: 0

Opportunities for 2019-2020

To reach enrollment goals, include 21st CCLC registration in registration materials for all grade-eligible BGC members.

To improve records of enrollment and achievement, transfer data more consistently from paper forms that are maintained with diligence to the formats required by Indiana Alliance and the 21st Century Community Learning Center grant funding. This includes registration, attendance, school-based data, assessment results, and contact information for teachers to be surveyed.

To meet 21st CCLC standards for the amount of homework time, provide learning opportunities and free-reading time for students after homework is complete until 30 minutes have elapsed.

To engage teachers sufficiently to return surveys, visit the schools and invite teachers to visit.

To demonstrate how the program meets academic outcomes, collect pre- and post-tests for Woodcock Johnson (done in 2018-2019); and all other assessments.

2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
64%	75%	of RAPs will increase their proficiency on the English/Language Arts portion of the Woodcock-Johnson Reading Fluency sub-test assessment from fall to spring by a minimum of 15% (all grades).
69%	75%	of RAPs will increase their proficiency on the Math portion of the Woodcock-Johnson Math Fluency sub-test assessment from fall to spring by a minimum of 15% (gr.1-5).
67%	50%	of RAPs will increase their proficiency on the Math portion of the Woodcock-Johnson Math Calculation sub-test assessment from fall to spring by a minimum of 15% (gr. 6-8).
82%	75%	of 3 rd -8 th grade RAPs will receive a C or better or increase their E/LA grade from fall to spring.
71%	75%	of K-2 nd grade RAPs will receive a mark of satisfactory or better in E/LA by spring. <i>(There were no KG RAPs. Gr 1-2 had letter grades).</i>
86%	75%	of 3 rd -8 th grade RAPs will receive a C or better or increase their Math grade from fall to spring.
94%	75%	of K-2 nd grade RAPs will receive a mark of satisfactory or better in Math by spring. <i>(There were no KG RAPs. Gr 1-2 had letter grades).</i>

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
75%	50%	of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).
Not avail.	50%	of RAPs will increase their score on the Attitudes Toward School Survey from fall to spring (all grades). <i>(Note: no scores available)</i>
Not avail.	50%	of RAPs will increase STEM Survey scores by a minimum of 10% from fall to spring (all grades). <i>(Note: pre-scores available only)</i>

Family Engagement Outcomes

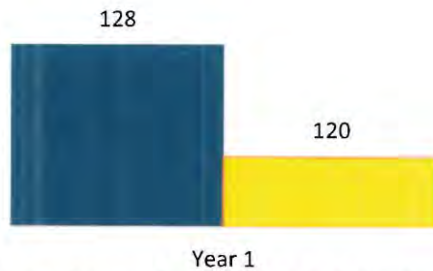
Outcome	Target	Performance Measure
83%	60%	of parents will report agree or strongly agree that the program gives them ideas on how to support their child's learning (parent survey) (all grades).
88%	85%	of parents will report agree or strongly agree that they are more informed about what their child is learning during the school day (parent survey) (all grades).



Program Participation and Participant Characteristics

School-Year Attendance

Actual RAPs Proposed RAPs (120)



Program Hours Offered per Week

2018-2019

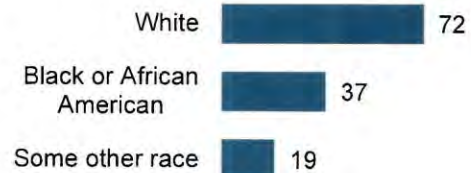
Before School After School



Total Attendance Days: 180
(2018-2019 School Year)

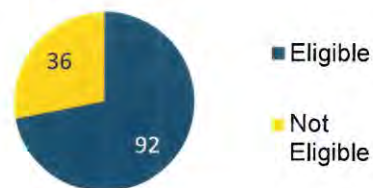
Race

Among 2018-2019 RAPs



Free and Reduced Lunch

Among 2018-2019 RAPs



Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: 128
- Intermediate/Middle School: 0
- High School: 0

Opportunities for 2019-2020

To improve academic outcomes in English/Language Arts, offer for “free time” tables activities that require reading: trivia-type games; or writing opportunities as in BGA Lyricism program.

To assist members to develop more positive attitudes toward school, look for and implement activities that help build a sense of competence.

To document changes in attitudes to STEM, provide post-test scores in addition to pre-test.

Conduct assessment of attitudes toward employment as appropriate for grades 6 and above, pre- and post-tests (new metric for 2019-2020 and beyond).



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
53%	75%	of RAPs will increase their proficiency on the English/ Language Arts portion of the Woodcock-Johnson Tests of Achievement Reading Fluency sub-test assessment from fall to spring by a minimum of 15% (all grades).
72%	75%	of RAPs will increase their proficiency on the Math portion of the Woodcock-Johnson Tests of Achievement Math Fluency sub-test assessment from fall to spring by a minimum of 15% (Gr. K-5).
40%	50%	of RAPs will increase their proficiency on the Math portion of the Woodcock-Johnson Tests of Achievement Math Calculation sub-test assessment from fall to spring by a minimum of 15% (Gr.6-8).
88%	75%	of 1 st -6 th grade RAPs will receive a C or better or increase their E/LA grade from fall to spring.
88%	75%	of 1 st -6 th grade RAPs will receive a C or better or increase their Math grade from fall to spring.
95%	75%	of KG RAPs will receive a mark of E or better or increase their E/LA grade from fall to spring. <i>(KG students received letter grades).</i>
100%	75%	of KG RAPs will receive a mark of E or better or increase their Math grade from fall to spring. <i>(KG students received letter grades).</i>

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
91%	50%	of teachers surveyed will report that the child did not need to improve or improved classroom behavior (all grades).
48%	50%	of RAPs will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).
Not avail.	50%	of RAPs will increase their STEM Survey scores by a minimum of 10% from fall to spring (all grades). <i>(Only pre-scores available)</i>

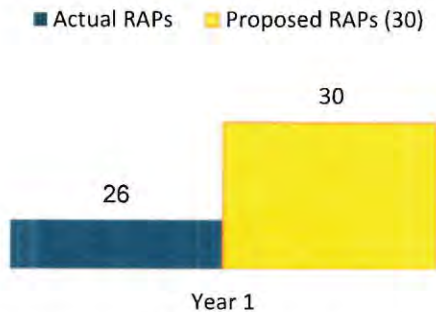
Family Engagement Outcomes

Outcome	Target	Performance Measure
87%	60%	of parents will agree or strongly agree on the parent survey that the program gives them ideas on how to support their child's learning.
87%	85%	of parents will agree or strongly agree on the parent survey that they are more informed about what their child is learning during the school day.

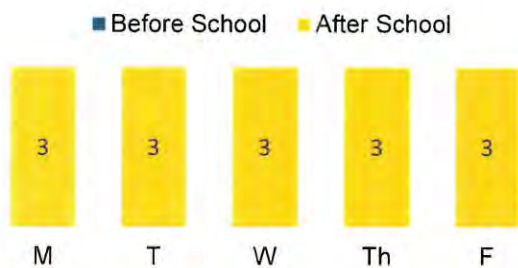


Program Participation and Participant Characteristics

School-Year Attendance



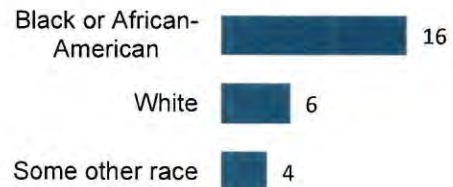
Program Hours Offered per Week



Total Attendance Days: 180
 (2018-2019 School Year)

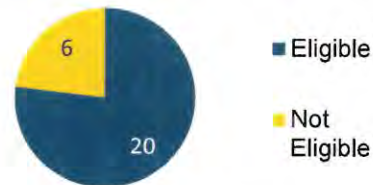
Race

Among 2018-2019 RAPs



Free and Reduced Lunch

Among 2018-2019 RAPs



Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: 0
- Intermediate/Middle School: 26
- High School: 0

Opportunities for 2019-2020

To **strengthen youth engagement**, provide youth a structure to create and occasionally adjust week-by-week activities schedule.

To **develop responses for social and behavioral outcomes**, strengthen ties with Fegely Middle School (including participation in teacher survey, linkage of BGC curriculum with school STEM curriculum), visit STEM classrooms and teachers at Fegely M.S.

To **assist members to develop more positive attitudes toward school**, look for and implement activities that help build a sense of competence.

Conduct **assessment of attitudes toward employment as appropriate for grades 6 and above**, pre- and post-tests (new metric for 2019-2020 and beyond).



2018-2019 Performance Measure Progress

Outcome	Target	Performance Measure
69%	75%	of RAPs will increase their proficiency on the English/Language Arts portion of the Woodcock-Johnson Tests of Achievement Reading Fluency sub-test assessment from fall to spring by a minimum of 15%.
N/A	75%	of RAPs will increase their proficiency rates on the Math portion of the Woodcock-Johnson Tests of Achievement Math Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (gr. 1-5). <i>(No students in grades 1-5 were served in 2018-19).</i>
46%	50%	of RAPs will increase their proficiency on the Math portion of the Woodcock-Johnson Tests of Achievement Math Calculation sub-test assessment from fall to spring rates by a minimum of 15% (gr. 6-8).
92%	75%	of RAPs will receive a C or better or increase their E/LA grade from fall to spring.
92%	75%	of RAPs will receive a C or better or increase their Math grade from fall to spring.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
80%	50%	of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).
54%	50%	of RAPs will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).
Not avail.	50%	of RAPs will increase their STEM Survey scores by a minimum of 10% from fall to spring. <i>(Only pre-scores available).</i>

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	60%	of parents will report agree or strongly agree that the program gives them ideas on how to support their child's learning as measured by the parent survey (all grades).
96%	85%	of parents will report agree or strongly agree that they are more informed about what their child is learning during the school day as measured by the parent survey (all grades).



Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

21st Century Community Learning Centers Program

Professional Development Plan

Return this form to: your IDOE 21st CCLC Specialist no later than Thursday February 7th, 2019

Cohort #:	9
Program Year #:	2.00
Name of Organization:	Boys & Girls Clubs in Indiana
Program Director:	Lana Taylor
Date Submitted:	2/6/2019

Professional Development Activity	EXAMPLE	STEM Enhancement & Educator	2019 College and Career Conference	Indiana Summit on Out-of-School Time
Day or Month activity will take place Community Partner/Facilitator (if applicable)	Trauma Informed Practices 12/1/2018 Site Staff and Community Mental Health Services	On-Going Click2Science	6/1/2019 Indiana Youth Institute	4/1/2020 Indiana Afterschool Association
Professional Development need to be addressed	Staff have a desire to learn more about trauma and how it impacts their day-to-day programming with kids.	Expand skills, knowledge and resources to effectively implement STEM programs and opportunities for children and youth.	Expand skills, knowledge and resources to effectively implement college and career programs and opportunities for children and youth.	Expand skills, knowledge and resources to effectively implement college and career programs and opportunities for children and youth.
Staff to participate	Direct Service staff	Direct Service Staff	Direct Service Staff and Administrative Staff	Direct Service Staff and Administrative Staff
Desired Impact	Staff feel more comfortable working with kids that have experienced trauma, fewer suspensions for behavior issues.	Staff gain knowledge, skills and resources to increase the impact their programming at their local Clubs will have on the children and youth they serve.	Staff gain knowledge, skills and resources to increase the impact their programming at their local Clubs will have on the children and youth they serve.	Staff gain knowledge, skills and resources to increase the impact their programming at their local Clubs will have on the children and youth they serve.
CYC training area	Developmental Practice Methods	Developmental Practice Methods	Developmental Practice Methods	Professionalism, Cultural and Human Diversity, Relationship and Communication, Cultural and Human Diversity, and Developmental Practice Methods.

	2/6/19
21st CCLC Program Director Signature	
	Date
IDOE Specialist Signature	
	Date



IDOE 21st CCLC Program Professional Development Plan

Program Name	Boys & Girls Clubs In Indiana
Program Director	Lana Taylor

Professional Development Planning Process Reflection

The bullet points below are meant to help you plan your annual professional development plan. Please use them as a guide as you plan the training you will offer of the program year—including any conferences, external training, or training offered 'in-house'.

- IN-QPSA
 - Based on the results of your most recently completed IN-QPSA, what standards have you identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to improve the quality of your program/s?
- Local Evaluation Report
 - Based on your most recent local evaluation report, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Monitoring Visit
 - Based on the results of your most recent IDOE monitoring visit, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- Staff Feedback
 - What input have you received from staff (program director, site coordinators, direct service staff) that might help to inform your professional development plan? How will you integrate that feedback into the components of the plan?
- Collaborative Opportunities with Stakeholders
 - What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?



IDOE 21st CCLC Program Professional Development Plan

Program Name	Boys & Girls Clubs in Indiana
Program Director	Lana Taylor
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 <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
Indiana Summit on Out-of-School Time	Indiana Afterschool Association	Expand skills, knowledge and resources to effectively implement CCR programs and opportunities for youth.	Staff gain knowledge, skills and resources to increase the impact their programming at their local Clubs. Improved efficiency of program operations	Direct Service Staff -4 Administrative Staff-1	18	\$1250	100% 21 st CCLC	April 2021	Developmental Practice Methods, Professionalism, Relationship and Communication
MI Kids Count Conference	Indiana Youth Institute	Staff need support and skills to expand their knowledge for afterschool programming to increase youth skills and development.	Staff gain knowledge, skills and resources to increase the impact their programming at their local Clubs. Improved efficiency of program operations	Direct Service Staff -4 Administrative Staff-1	18	\$3325	100% 21 st CCLC	December 2020	Developmental Practice Methods, Professionalism, Relationship and Communication
IN Afterschool Academy	Indiana Network	Expand skills, knowledge and resources to a variety of topics that impact afterschool and youth	Learn to new techniques for working with diverse youth, minority youth and youth with specialized education plans.	4-6-Direct Staff 2- Administrative Staff	10	\$0	free	Ongoing	Professionalism, Cultural and Human Diversity, Relationship and Communication, Cultural and Human Diversity, and



IDOE 21st CCLC Program Professional Development Plan

21stCCLC Multistate Conference	West Virginia	Expand skills and resources needed to implement high level programming and see results	Discover innovative ways to engage youth into programming and best practices	2- Administrative staff	16	\$1250	100% 21 st CCLC	October 2020	Professionalism, Relationships and Communication, and Developmental Practice methods
Spillett Leadership University	BGCA.org	Build and enhance leadership and interpersonal skills as well as knowledge of emerging trends and practices	Provide an overall greater understanding of the work being done and position staff for long term success	6- front line staff 2- Administrative Staff	10-20	\$0	Available free of charge to BGC employees and volunteers	Ongoing	Professionalism, Cultural and Human Diversity, Relationship and Communication, Cultural and Human Diversity, and Developmental Practice Methods.
STEM Enhancement & Educator	Click2Science	Expand skills and resources to effectively implement STEM programs and opportunities	Staff gain resources and skills to increase the impact of the programming at their local Clubs	6- front line staff	10-20	\$300	100% 21 st CCLC	Ongoing	Relationship and Communication, Cultural and Human Diversity, and Developmental Practice Methods.

Professional Development Plan Cost:

Total Estimated Cost	\$6125	% of Total Budget	3%
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21ST CCLC

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

Evidence Based Programming: Please see below for a summary of the curriculum, grades targeted, what goals and objectives they meet and the academic evidence available.

Curriculum Name	Grades Targeted and Goals & Objectives	Curriculum Overview	Academic Achievement Evidence
Positive Action	Grades 1-12 Goal 1, 2, 4 Objectives: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. Develops and reinforces positive actions in the physical, intellectual, social, and emotional areas in a fun and easy way.	Positive Action is deemed evidence-based by : (1) approved whole school reform model (2015), (2) top-rated by US DOE What Works Clearinghouse, (3) ESSA evidence in both reading and math, (4) Top Rated SEL program University of Dublin College (2018), (5) Endorsed by the Council of Administrators of Special Education, 6) Endorsed as a SElect Program by Collaborative for Academic, Social and Emotional Learning (2013), (7) Certified Model Program by Blueprints for Healthy Youth Development, (8) Recognized as an Effective Model Program with the US Dept of Justice, OJJDP, (8) Identified as evidence based on the stopbullying.gov website, Findyouthinfo.gov and DOJ, and (9) Model Program with Strong Evidence by National Dropout Prevention Center.
KidzMath	Grades K-6 Goal 1 Objectives: 1.4, 1.5, 1.6, 1.7, 1.8	The Afterschool KidzMath program is a mathematics enrichment program designed specifically for out-of-school settings. Children develop mathematical skills, gain confidence in their mathematical abilities, & increase their enjoyment of mathematics.	Improvements include: (1) Improved their level of mathematics skill and understanding, (2) Were helped by the program to feel more positive about mathematics, (3) Enjoyed the games and story guide activities, (4) Deepened their engagement with the games and activities over time, and (5) Improved their relationships with each other.



21ST CCLC

<p>KidzLit</p>	<p>Grades K-8</p> <p>Goal 1, 2</p> <p>Objectives: 1.1, 1.2, 1.3, 1.8</p>	<p>Afterschool KidzLit is designed specifically for after school grades K-8. Its goal is to help students to develop a love of reading while building comprehension skills and vocabulary.</p>	<p>Findings of this evaluation included the following: (1) Participants showed significant increases in the amount of reading overall and in their positive feelings about their reading ability, (2) Among Spanish-speaking youth, there were significant increases from pre- to post-test in the proportion of correct words that were answered in English, (3) Fourth-graders showed positive effects related to social/ethical attitudes and behaviors, including: significant increases in concern for others and significant increases in altruistic behavior, and (4) Benefits for participating youth reported by youth workers, including a greater ability to think critically and express ideas verbally and a greater understanding of self and others.</p>
<p>Scholastic Success</p>	<p>Grades K-8</p> <p>Goal 1</p> <p>Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>Each age/grade appropriate workbook focuses on skills to help your child/teen meet the academic standards.</p>	<p>Focuses on addressing academic standards including: (1) Mathematics - problem solving, number concepts, basic and advanced procedures while computing, concepts of measurement, concepts of geometry, and functions of algebra, (2) Writing - writing process and grammatical and mechanical conventions in written comprehension, (3) Reading - general skills and strategies of the reading process, read and understand a variety of library texts, and interpret a variety of informational texts, and (4) Geography - characteristics and uses of maps and globes, locations of places, geographic features and patterns of the environment</p>
<p>Lego StoryStarters Curriculum</p>	<p>Grades 2-5</p> <p>Goal 1</p> <p>Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>StoryStarters is a hands-on tool that inspires students to collaborate while creating and communicating stories using LEGO bricks as their toolbox.</p>	<p>Focuses on addressing the following learning targets: (1) Reading - determining themes of text and summarize key details and ideas, integrate and evaluate content presented in many forms, and assess how point of view shapes the content and style of text; (2) Writing - write narratives about real or imagined experiences, draw evidence from texts to support analysis, reflection and research, and show command of the conventions of English; (3) Speaking and Listening - prepare for and participate in conversations with others; and (4) Technology - use technology to produce and publish writing and use digital media and visual displays to express information learned.</p>



21ST CCLC

KidzScience	<p>Grades 3-6</p> <p>Goal 1</p> <p>Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>The goal of the Afterschool KidzScience program is for children to engage in hands-on, cooperative activities and learn how to investigate the way scientists do. The program focuses on: Engage, Explore and Make Sense</p>	<p>Improvements include: (1) students learned core science concepts, (2) maintained high levels of interest in science, and (3) 80% of students reported they would like to do more science activities on their posttests.</p>
BGCA STEM	<p>Grades K-6</p> <p>Goal 1</p> <p>Objectives: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>BGCA has a suite of options for STEM including: Essentials (project based digital literacy), App Lab (intermediate level coding that uses MIT's App Inventor platform), DIY STEM (hands on activities to explore the science of everyday), and Building Blocks (introductory engineering activities).</p>	<p>Using a cross-disciplinary approach that channels young people's natural curiosity into the design process inherent in the arts, BGCA's STEM programs empower youth to create new solutions to real-world challenges. This project-based approach develops critical thinking, problem solving and other 21st century skills critical to success in the STEM workforce and beyond.</p>
Virtual Job Shadow Junior	<p>Grades K-5</p> <p>Goal 1, 2 and 4: 1.1, 1.2, 2.1, 2.2, and 4.1</p>	<p>Video-based career exploration platform that empowers students and job seekers to learn more about themselves, suitable career pathways, and the skills necessary for independent living. A suite of integrated career planning tools, including interest assessments, a resume builder, and job search help youth prepare for the next steps</p>	<p>Virtual Job Shadow Junior empowers students by positioning them for success. In addition to introducing careers, Virtual Job Shadow Jr reinforces academic content, teaches cognitive skills, and supports social emotional growth. VJS underscores the value of digital literacy, English/language arts, STEM, social studies, financial literacy and soft skills. VJS encourages youth to value diversity, communicate effectively, persevere, collaborate, think critically and problem solve.</p>
Virtual Job Shadow	<p>Grades 6-12</p> <p>Goal 1, 2, 4: 1.1, 1.2, 2.1, 2.2, and 4.1</p>	<p>K-5 career exploration solution designed to light the spark of curiosity in our youngest generation of future workers. It is a cross-curricular platform that immerses students in</p>	<p>Virtual Job Shadow works with school districts, colleges and workforce agencies throughout the country and they find the following benefits: (1) access to hundreds of career paths, (2) gets individuals excited about their futures, (3) connects academics to the Real World, (4) guides self-discovery through the interest assessments, (5)</p>



21ST CCLC

	engaging, interactive lessons about the 17 Career Clusters. Emphasizes literacy and introduces academic vocabulary to young students in an organic way.	delivers a comprehensive solution, (6) emphasizes planning for your future, today, (7) saves time for administrators and educators, (8) prepares individuals for the 21 st Century Workforce, (9) measures results and provides accountability, and (10) meets the diverse needs, affordably.
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Program Table:

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve Academic Achievement	1.1 Increase Reading/ Language Arts skills among regular participants 1.2 Increase Reading/ Language Arts achievement among regular participants 1.3 Increase Math skills among regular participants 1.4 Increase math achievement among regular participants	1.a) Reading/literacy activities, including curricula from KidzLit, Lego Story Starters, and the Indianapolis Children's Museum 1.b) Math/STEM activities, including curricula from KidzMath and the Indianapolis Children's Museum	1.1 Spring proficiency rates for reading will increase by 20% from Fall proficiency rates for the Woodcock Assessment during the first year of the grant cycle 1.2 Regular participants will show at least a 10% Increase in reading and literacy skills from Fall to Spring 1.3 Spring proficiency rates for math will increase by 15% from Fall proficiency rates for the Woodcock and Math Calculation assessments during the first year of the grant cycle	1.1 ILEARN Language Arts Assessment (Grades 3-8) 1.2 Woodcock Johnson Tests of Achievement Reading Fluency Sub-test 1.3 ILEARN Math Assessment (Grades 3-8) 1.4 Woodcock Johnson Tests of Achievement Math Fluency Sub-test (grades 1-5) 1.5 Math Calculation Sub-test (grades 6-8) 1.6 Math pre- and post-tests for chosen curricula 1.7 Report card grades
2) Improve Student Behavior	2.1 Improve character development for regular participants	2.a) Character building activities, including Tools for Life	2.1 80% of 21 st CLC regular attendees will report improving their emotional or social outlook	2.1 Character building pre- and post-tests for chosen curricula

	<p>2.2 Increase regular participants' knowledge, attitudes and behaviors related to their health</p> <p>2.3 Increase in knowledge of Alcohol, Tobacco, and Other Drugs and pregnancy prevention</p>	<p>2.b) Healthy behavior building activities, including SMART Moves and Triple Play</p>	<p>2.2 80% of 21st CLC regular attendees will report increased health knowledge,</p> <p>2.3 80% of 21st CLC regular attendees will report increased healthy behaviors</p>	<p>2.2 Healthy living pre- and post-tests for chosen curricula</p>
<p>3) Increase Family Involvement</p>	<p>3.1 Increase the number of regular participants' parent's engagement</p> <p>3.2 Improve communication between the school and parents</p>	<p>3.a) Monthly Family Nights – may be virtual or in-person</p> <p>3.b) Workshops on parenting strategies</p>	<p>3.1 70% of regular 21st CLC participants will have parent/guardians attend at least 2 Family Events each year</p> <p>3.2 80% of regular 21st CLC participants' parents will report having a positive relationship with the program</p> <p>3.3 80% of regular 21st CLC participants' parents will report the program met their needs</p>	<p>3.1 Program records</p> <p>3.2 Family PLUS Survey, pre- and post-</p>
<p>4) Increase youth's time spent in STEM activities</p>	<p>4.1 Increase the number of regular participants that participate in afterschool STEM activities</p>	<p>4.a) Minimum 200 hours of STEM focused activities including technology, science, gardening, coding, and academic games, and activities</p>	<p>4.1 At least 75% of regular participants will report that they participated in fun STEM activities during afterschool programming</p>	<p>4.1 STEM Pre- and Post-Tests</p> <p>4.2 Program records</p>



21ST CCLC

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Communication Plan: Each Boys & Girls Club location will work with their local community partners to develop an in-depth communication plan. In addition to the plan, each site will develop a comprehensive advisory board to assist with long term planning, sustainability, funding, and quality improvements. This plan will include the following details:

1. Roles and Responsibilities of each partner to include those participating on the advisory board – should have school leadership, schoolteachers, community business representatives, community volunteer and civic engagement representatives, and Club specific leaders, staff, and volunteers.
2. School Day Leadership – include Corporation Superintendents, School Principals and Counselors to ensure that children needing extra assistance are identified and provided the necessary tools and training to assist them at the Club.
3. School Day Teacher relationships – necessary details to ensure that programming offered at the Club links directly to the school day lessons so that we can enforce and enhance what they are learning during the day.
4. Community Representatives – include them in the planning and development of services such as career guest speakers, field trip locations, and fundraising.
5. Families and Parents – each Club will post on social media upcoming programs and activities. Others will develop a monthly newsletter with resources for parents and families.

21st CCLC Terminology: Each Club will refer to the program as 21st Century Community Learning Center (CCLC) and use the logo on all program materials. We will ensure that all four Clubs will utilize the 21st CCLC logo and terminology within their Club environment. This includes ensuring that the 21st CCLC logo is prominent on the Club's website and within the Clubs' environment. We will ensure each site has a sign that has the logo on it and states that it is funded with support from the Indiana Department of Education. The logo will also be used on all program paperwork and newsletters.



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PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

Professional Development Plan – see template included

Assessment: School and after school staff must maintain excellent communication and close collaboration if they are to affect a seamless transition between school-day and after-school activities which will reinforce school day learning (Feister et. Al 2019). We propose to encourage employment of certified teachers in our CCLC. On-going staff development will assure that all CCLC personnel employ the most effective instructional and youth development strategies. Workshops will also address organizational effectiveness issues, such as the melding of school and Club cultures, and strategies for high-functioning advisory boards. In addition, training opportunities from BGC of America will be offered periodically that address education, health & life skills, character & leadership, the Arts, and Sports, Fitness & Recreation. Our program will have representatives at many of the national and statewide youth development conferences and trainings/meetings to ensure that we are kept up to date on current trends, knowledge, and skills.

Staff Plans: Each staff member will review the professional development activities available and will work with their 21st CCLC supervisor to develop their individualized plan based on the following professional development activities available to them:

Professional Development Activity	Provider of Activity	Expected Staff Outcomes
National Afterschool Association Conference	National Afterschool Association	Youth development, program management and programming ideas will be shared and gained for staff.
Indiana Summit on Out-of-School Time	Indiana Afterschool Network /IDOE	Assists out of school time providers with new knowledge, skills, and resources to implement higher quality youth development services when children are not in school.
IYI - Kids Count Conference	Indiana Youth Institute	Youth development, program management and programming



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		ideas will be shared and gained for staff.
21 st Century Learning Centers; Summer Institute	US Department of Education	Staff will learn about engaging youth in educational activities during summer months and must prevent summer learning loss.
National BGC of America Conference	BGC of America	Youth development, program management and programming ideas will be shared and gained for staff.
Indiana Academy for Out of School learning	Indiana Afterschool Network	Online professional development academy offering 36 specific OST courses with an additional 80 courses in other topics.
CYC Certification Institute	CYC Certification Institute	Credentialing for Child & Youth Care Professionals.
CPR Certification	Local Health/Fire/Org	Ensure all staff understand how to manage an emergency where CPR is needed.
Child Safety v2 - Distance Learning Course (DLC)	BGC of America	By completing this course, staff will be able to interpret the Club's safety policies and procedures and develop a plan of action to support their ability to ensure compliance to Club's safety policies and procedures.
Introduction to SMART Moves - DLC	BGC of America	By completing this course, Clubs will be able to help increase their members' healthy lifestyle through the implementation of the SMART Moves program, which is designed to prevent alcohol, tobacco and other drug use, as well as assist in postponing sexual activity
Partnership Development - DLC	BGC of America	By completing this course, learners will be able to develop a plan of action that demonstrates their ability to apply the tools and strategies presented to form, maintain and evaluate the



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		success of partnerships in the Boys & Girls Clubs.
Academic Success: Every Member Every Year - DLC	BGC of America	The goal of this course is to enhance Boys & Girls Clubs' ability to positively impact its members' academic success in a fun environment.
Providing Informal Guidance and Discipline Techniques v2 - DLC	BGC of America	By completing this course, learners will be able to recognize a set of informal guidance techniques to support positive behavior and discipline strategies to hold youth of all ages accountable for their behavior; and apply these techniques and strategies while working at the Club.
Building Supportive Relationships for Youth with High Social-Emotional Needs	BGC of America	Learn more about how to support emotional needs in your club and teach the coping skills youth need to build and strengthen their relationships.
Triple Play: A Game Plan for the Mind, Body & Soul Overview - DLC	BGC of America	The goal of this course is to support your ability to implement Boys & Girls Clubs of America's Triple Play program by orienting you to its philosophy, practices, and tools.
14 Mini-Courses on Unconscious Bias	BGC of America	Combat bias at a systemic level. Learn basic tactics for reducing the impact of bias across your Club. Learn to understand when your behavior shows signs of bias.
Virtual Job Shadow and Virtual Job Shadow Junior	Stivven Media	VJS and VJS Junior have online webinars and guides that walk staff through how to utilize the VJS and VJS Jr system to engage children and youth. Includes developing Flex Lessons that can be created to meet the school day curriculum or activities and themes at the Club.
Positive Action	Positive Action	Orientation training instructs Clubs on how to begin and implement the



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		program by explaining the three basic elements of the program: (1) content, (2) thoughts, and (3) action. Trainings cover the curriculum, climate development, family/parent and community programs, and the Climate results from delivering the content through tools. Also covers outcomes and studies. Can include online webinars, on-site orientations, and on-site training of trainers.
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Enhancing Quality: Professional development is a critical step to ensuring that our children and teens get a meaningful quality experience at our Boys & Girls Clubs facilities. We develop individual training plans for each staff member to ensure that they get general support (such as guidance and discipline, developing partnerships, child safety) and program support (Smart Moves, Positive Action, Virtual Job Shadow and more). Combined this creates well rounded staff who understand Boys & Girls Clubs movement and expectations as well as increasing their skills and knowledge to educate and serve our youth.



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Boys & Girls Clubs in Indiana, Inc.

John Will Anderson Boys & Girls Club

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 participating children/youth will increase their Spring proficiency rates on the English/Language Arts portion of the Woodcock Johnson Tests of Achievement Reading Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (all grades)

75% of participating children/youth will increase their Spring proficiency rates on the Math portion of the Woodcock Johnson Tests of Achievement Math Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (grades 1-5)

50% of participating children/youth will increase their Spring proficiency rates on the Math Calculation portion of the Woodcock Johnson Tests of Achievement Math Calculation sub-test assessment from fall proficiency rates by a minimum of 15% (grade 6)

75% of 3rd-6th grade RAPs will receive a C or Better or increase their ELA grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in ELA by spring

75% of 3rd-6th grade RAPs will receive a C or Better or increase their Math grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in math by spring

Focus Area: Academic Habits

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

50% of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).

Focus Area: College and Career Readiness

50% of participating children/youth will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).

50% of participating children/youth will increase their STEM Survey scores by a minimum of 10% from fall to spring (all grades).

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report agree or strongly agree that the program gives them ideas on how to support their child's learning as measured by the parent survey (all grades).

85% of parents will report agree or strongly agree that they are more informed about what their child is learning during the school day as measured by the parent survey (all grades).

Focus Area: Involvement with Student's School



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Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Boys & Girls Clubs in Indiana, Inc.

Culver Elementary Boys & Girls Club

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 participating children/youth will increase their Spring proficiency rates on the English/Language Arts portion of the Woodcock Johnson Tests of Achievement Reading Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (all grades)

75% of participating children/youth will increase their Spring proficiency rates on the Math portion of the Woodcock Johnson Tests of Achievement Math Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (grades K-5)

75% of 3rd-5th grade RAPs will receive a C or Better or increase their ELA grade from fall to spring

75% of K-2nd grade RAPs will receive a mark of Satisfactory or better in ELA by spring

75% of 3rd-5th grade RAPs will receive a C or Better or increase their Math grade from fall to spring

75% of K-2nd grade RAPs will receive a mark of Satisfactory or better in math by spring

Focus Area: Academic Habits

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

50% of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).

Focus Area: College and Career Readiness

50% of participatign chldren/youth will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).

50% of participating children/youth will increase their STEM Survey scores by a minimum of 10% from fall to spring (grades 1-6).

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:



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Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Boys & Girls Clubs in Indiana, Inc.

Lyn Treece Boys & Girls Clubs of Tippecanoe County - 10th Street Unit

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 participating children/youth will increase their Spring proficiency rates on the English/Language Arts portion of the Woodcock Johnson Tests of Achievement Reading Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (all grades)

75% of participating children/youth will increase their Spring proficiency rates on the Math portion of the Woodcock Johnson Tests of Achievement Math Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (grades 1-4)

75% of 3rd-4th grade RAPs will receive a C or Better or increase their ELA grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in ELA by spring

75% of 3rd-4th grade RAPs will receive a C or Better or increase their Math grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in math by spring

Focus Area: Academic Habits

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

50% of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).

Focus Area: College and Career Readiness

50% of participating children/youth will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).

50% of participating children/youth will increase their STEM Survey scores by a minimum of 10% from fall to spring (all grades).

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:



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21st Century Community Learning Centers

Performance Measures

Boys & Girls Clubs in Indiana, Inc.

Lyn Treece Boys & Girls Clubs of Tippecanoe County - Beck Lane Unit

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 participating children/youth will increase their Spring proficiency rates on the English/Language Arts portion of the Woodcock Johnson Tests of Achievement Reading Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (all grades)

75% of participating children/youth will increase their Spring proficiency rates on the Math portion of the Woodcock Johnson Tests of Achievement Math Fluency sub-test assessment from fall proficiency rates by a minimum of 15% (grades 1-4)

75% of 3rd-4th grade RAPs will receive a C or Better or increase their ELA grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in ELA by spring

75% of 3rd-4th grade RAPs will receive a C or Better or increase their Math grade from fall to spring

75% of 1st-2nd grade RAPs will receive a mark of Satisfactory or better in math by spring

Focus Area: Academic Habits

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

50% of teachers will report that the child did not need to improve or improved classroom behavior as measured by the teacher survey (all grades).

Focus Area: College and Career Readiness

50% of participation children/youth will increase their score on the Attitudes Toward School Survey from fall to spring (all grades).

50% of participating children/youth will increase their STEM Survey scores by a minimum of 10% from fall to spring (all grades).

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:



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

- "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.
- "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.
- Grades** - List, from highest grade possible to lowest grade possible, the possible grades included in this scale.
- 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.
- 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)
SAMPLE - Elementary School	K-2nd	E, M, P, N	E=Exceeding, M=Mastery, P=Progressing, N=Not Progressing	Yes
SAMPLE - Elementary School	3rd-5th	A, B, C, D, F	NA	NA



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EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

Evaluation Plan – Indiana Youth Institute has committed to assisting us in preparing and implementing a strong evaluation plan for this Cohort 10 proposal. **Grant Period:** Services shall commence on July 1, 2021 and shall continue through July 31, 2025.

Indiana Youth Institute Resources

NAME	ROLE
Kevin Enders	Engagement
Christina Arrom	Client Success Manager
December LeTexier	IYI Sponsor/ VP of Organizational Capacity
To be determined	Consultant

Scope of Work

This project will provide Indiana Boys and Girls Club Inc. an advanced evaluation that meets the 21st CCLC Cohort 10 grant requirements. The project is for four years beginning on July 1, 2021 through July 31, 2025. This project will be serving four sites (Boys & Girls Club of Greater Northwest Indiana John Will Anderson Unit, Lyn Treece Boys & Girls Club of Tippecanoe County 10th Street Unit, and Lynn Treece Boys & Girls Club of Tippecanoe County Beck Lane Unit) with about 200 total youth.

Annual Scope (Years 1-4)

Milestone	Activities	Deliverable	Est. Time Frame
Kick-Off	Kick-off Meeting Develop a complete timeline	Kick-Off Presentation Project Plan	Month 1: July 2021-2025



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<p>Execute: Assess</p>	<p>Assess organizational documents, data, and grant requirements</p> <p>Communication and participation with staff</p> <p>Develop planning tools and templates that may include logic model, evaluation plan, data collection matrix, surveys, focus groups, and/or interviews.</p> <p>Collect data and/or provide training to staff on collecting data</p>	<p>Planning tools and templates</p> <p>Meeting summaries with action items</p>	<p>Months 2-4: Aug. -Oct. 2021-2024 & Months 8-9: Feb – Mar. 2022-2025</p>
<p>Execute: Create</p>	<p>Data analysis both quantitative and qualitative</p> <p>Communication and participation with staff</p> <p>Mid-year data summary</p> <p>Executive Summary in compliance with the grant</p> <p>Annual Evaluator Report in compliance with the grant</p>	<p>Mid-year data summary report</p> <p>Executive Summary</p> <p>Annual Evaluator Report</p>	<p>Months 5-7: Nov. – Jan 2021-2025 & Months 11-12: Jun-July 2021-2025</p>
<p>Wrap-Up</p>	<p>Create action items for next steps for organization</p> <p>Wrap up meeting</p>	<p>Action items and next steps</p> <p>Wrap up presentation</p>	<p>Month 12: July 2021-2025</p>

Impact Goals

1. Indiana Boys and Girls Club, Inc. will an external consultant conduct the evaluation; and



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2. Indiana Boys and Girls Club, Inc. will have measurable qualitative and quantitative data showing the impact of the program.

Fee and Time Schedule

This engagement will be conducted on final milestone basis and IYI will bill the Agency based upon the delivery of the above materials. Invoices are typically sent the month after the deliverables were submitted to the Client.

Project	Milestone	Price
ESTIMATED TOTAL PROJECT		\$120,000
Year 1-4	Annual Amount Due	\$30,000
	Kick-Off	\$1,350 billed at completion of milestone
	Execute: Assess	\$10,500 billed in two installments (A. First half; and B. Second half)
	Execute: Create	\$16,800 billed in two installments (A. First half; and B. Second half)
	Wrap-Up	\$1,350 billed at completion of milestone

Project Assumptions

- The project is based on an estimated total of seven hundred and sixty-eight hours of consultation (about one-hundred ninety-two per year).
- This preliminary statement of work is an estimate of services and cost.

Local Evaluator – BGCIN proposes to work with Indiana Youth Institute to conduct our third-party evaluation as required. Established in 1988, the Indiana Youth Institute (IYI) exists to improve the lives of all Indiana children by strengthening and connecting the people, organizations and communities that are focus on kids and youth. IYI is a statewide organization that serves children by supporting, education, and collaborating with more than 10,000 youth-serving practitioners and their organization each year. We focus our high-quality services in four divisions: professional education, organizational opportunities, college and career preparations, and date and impact solutions. IYI has conducted large scale, multi-year, and multi-site projects as well as smaller short-term projects throughout Indiana. On an annual basis, IYI's work includes multi-year or multi-site evaluations, as well as 100+ short-term consulting projects.



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IYI's consulting team partners work with these organizations to conduct projects that guide continuous improvement and build organizational capacity. We achieve our mission through statewide engagement and advocacy efforts in local communities while bringing together a statewide network of educators, community leaders, service providers and families including the Indiana Department of Education and the Family & Social Services Administration. The protocol developed by IYI will give consistent and clear reporting needed to make informed programmatic and administrative decision. The issues facing today's children are complex and multifaceted; by working across sectors and communities, IYI lays a foundation for child success. This project will involve the expertise of December LeTexier, M.Ed., and Christina Arrom, J.D., and one or more of IYI's highly qualified evaluation consultants. References will be provided upon request.

Strategies of Measurement: Boys & Girls Clubs utilize several measurement tools in our efforts to address our performance measures and program goals. Boys & Girls Clubs utilize the Woodcock Johnson Tests of Achievement to screen and monitor progress in reading and math as the critical component of our 21st CCLC program. We utilize the three-minute Reading Fluency sub-test (grades 1-12), Math Fluency sub-test (grades 1-5) and the Math Calculation sub-test (grades 6-12) to measure what grade level each youth is performing at compared to their actual grade level. Reading fluency measures the speed of reading sentences and answering "yes" or "no" to each for three minutes. Math Fluency measures the speed of performing simple calculations for three minutes. Math Calculation involves arithmetic computation with paper and pencil for 10 minutes.

In addition, we require a STEAM pre/posttest in efforts to measure where each youth is when they start the program and where they are upon completion. It is a 24-question multiple choice assessment. This also includes the Summer Brain Gain program which has a specific focus on summer learning loss especially as it relates to reading and STEAM categories for children and teens.



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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Transportation to and From: Each of our Clubs will operate 21st CCLC programming on-site within our buildings. Many schools provide transportation to the Clubs on their buses or children walk to our buildings as they are in close proximity to the schools. There are some Clubs that provide us pickup at the schools to ensure as many children as possible can benefit from our programming. Each of our buildings have classroom space, one or two gymnasiums, kitchens, open space for general socialization, and outside resources such as sport fields, playgrounds, etc.

Needs of Working Families: Each Club will have programs and activities ran out of the Boys & Girls Club locations in their local community. Each of these facilities meets ADA requirements and is open to all children of all abilities. Each Club will have a transportation agreement in place to ensure that all children that are enrolled in the program will have safe access to get to the Club location from their schools. We will ensure that each Club checks their sites against the Indiana Afterschool Network Top Ten standards on Safety, Health, and nutrition standards on the QPSA.

The Clubs utilize transportation agreements with families as well as their own vans/buses to transport children home at the end of the day. All drivers have proper licenses and have completed safety checks on the vehicles. The Club and local schools will ensure that safe transportation is available for each child/teen between the school and the Boys & Girls Club facility. The Clubs will be open from immediately after school through 6 to 7pm daily. This will allow working families to know that their children have safe care immediately after school and up until they are able to pick them up from the Club. If needed, the Club will provide transportation from the Club to the child/teen's home if an agreement is made with the family.

Due to COVID-19, we are also implementing virtual programming that can be offered to support families as they adapt to what is happening in their local school systems. We can offer alternatives and support to those families by way of virtual options including ZOOM platforms, webinars, staff making personal phone calls to children and families to touch base, sending cards and emails of support, and offering referrals to other services needed such as physical and mental health.



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On-Site Safety: Each Club has a set of up-to-date, written safety policies and procedures, reviewed by counsel and board of Directors that addresses: (1) the organization's intent to provide a safe setting for Club activities; (2) contractual responsibilities when facilities are leased, rented or shared, and (3) compliance with applicable laws, codes and regulations. The Boys & Girls Clubs of America national office has specifically included Club safety as a primary goal of the 2025 Strategic Plan. Each Club is undergoing a safety audit with BGCA staff to ensure they meet national guidelines. A summary of the safety plan, includes:

Club premises are secured by:	Club premises are kept free of hazards by:	Proper supervision is assured by:	Staff & volunteers receive safety training:	Club members are taught personal safety through:	Information technology is made safer for members through:
Control of entries exits and remote areas. Staff and volunteers who provide a clear presence; and Emergency and crisis response preparedness.	A safety committee to review safety policies and procedures, accidents and incidents and recommend improvements, goals, and timetables for board approval; and A property committee to inspect facilities, document conditions and recommend improvements for board approval.	Appropriate staff to youth ratios and Selecting staff and volunteers of high character and the capacity to supervise. Uniforms or distinctive clothing is worn to identify staff & volunteers	Appropriate interactions between adults & youth. The supervision of Club activities: Reporting accidents and incidents; and Emergency response plans.	An orientation on the Club's rules and/or code of conduct Programs that teach awareness and resistance; and Programs that teach Internet safety	A policy defining the appropriate use of information technology. Staff trained in Internet safety. The use of recognized Internet safety education programs. Written procedures for responding to misuse of the Internet; and A system to protect member data that is sensitive or confidential

Clubs have access to Child Safety Resources through our Boys & Girls Clubs of America Intranet system. There are chapters within the safety section that includes: (1) Abuse – Physical and Sexual, (2) Assessment Tools, (3) Background



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Check and Screening, (4) Board and Committee Engagement, (5) Crisis Communication, (6) Disaster Relief, (7) Emergency Response Planning, (8) Injury Prevention, (9) Key Safety & Risk Management Resources, (10) Membership Requirements, (11) Policy and Procedure Development, (12) Recovery – After Something Happens, and (13) Training and Supervision.

In addition, in this time of COVID-19, Clubs have access to resources specific to this crisis. This includes CDC guidance, webinars on how to talk with children and teens about COVID, COVID waivers, and LiveSafe COVID-19 Safety Resources App. Boys & Girls Clubs of America has developed significant resources for Clubs to utilize including how to ensure social distancing in our locations, requiring children and teens wear masks within the Club, and limiting visitors/outside groups. Youth are being served in smaller groups and separated within the building. We also have Parent & Caregiver Emotional Well-Being handouts, discussion guides, and screening for emotional well-being.

Hiring Practices: All of our Clubs have Human Resources Policy Handbooks that they utilize to follow proper hiring policies. Within the Boys & Girls Clubs, we call this Strategic Talent Acquisition instead of recruitment because we are looking for talent in a long-term view of not only filling empty positions, but using candidates that come out as a means to fill similar positions in the future. Each position includes a detailed job description that outlines FLSA Status (exempt or non-exempt), primary functions, key roles, relationships, skills/knowledge required, and physical requirements/work environment. All applicants must submit an employment application, resume, and complete an interview with designated staff from the Club.

Background Checks: The Boys & Girls Clubs of Indiana utilizes IdentoGo to conduct state and FBI fingerprinting background checks. The Executive Director receives a Criminal History Release Form and photocopy of their state identification (driver's license, state ID or passport) from each staff member and then schedules and pays for the appointment utilizing the IdentoGo online scheduling system. We then email the appointments to all staff as they are scheduled. After the appointment, IdentoGo emails the results of those fingerprint searches to the Executive Director. Those results are kept in the Executive Director's office in a locked file cabinet.



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Budget (15 points; no narrative) – See Budget Form



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PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

Increase local capacity: With its school and community partners, the BGCIN has developed an aggressive plan to sustain its CLC. Sustainability is a daily part of all Boys & Girls Club operations and is central to our CLC design. At the outset, the advisory committee for each site will use the Alliance's basic sustainability outline and set up a specific sustainability committee to oversee the creation of a local, multi-year sustainability and communication plan. Sustainability will be a scheduled agenda item at each meeting, and each participant on the committee will have an assignment, i.e., businesses soliciting corporate contacts, schools investigating public monies, and parents holding special events. The BGCIN will provide training and will tap into the fundraising expertise and support of Boys & Girls Clubs of America.

Our development plan will have these components: earned income (fees); corporate and foundation (local, national and United Ways); public (exploring such government funding sources as Safe & Drug Free Schools, Title I flexibility, federal child/teen care monies, possible new state programs, CDBG, etc.); individual contributions (annual campaigns, personal solicitations, special events). We will work with elected officials. Our constituents, including parents, community partners, and schools will be our great resource. Clubs will apply for monies individually and collaboratively with the local school and LEAs, as appropriate

Increase capacity of program resources: In years one and two we will forge additional alliances with local businesses to garner expertise and financial support for the CLC. We will dedicate year two to prospect research, scrutinizing government, and private funding sources. Also, in year two, we will implement comprehensive communications and development plans for each community. Communications will target key audiences: parents, businesses, elected officials, leaders of community organizations, and other potential funders who can help channel monies to the CLC. We will distribute collateral materials and contact current and future stakeholders through newsletters, media placements, e-mails, and special fundraising events. We will highlight program outcomes, individual stories of student successes, and evidence of fiscal prudence. Most of all, we will emphasize the academic results for children and families and the importance of a well-educated workforce for business. As we achieve these goals, we can evaluate the impact through bringing in new talents and skills through staff development, adding in new programs and



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curriculums; as well as increased access to supplies and volunteers through partner development and increasing financial resources for long term support of the 21st CCLC program

Connection between capacity and time/talents of staff: Employees are a key determinant of an organization's success and are often the face of the agency to families and stakeholders. Maintaining well-trained, well qualified workforce is a critical function of both managers and public agencies. We take the time to review each potential staff member's existing skills and experience during the hiring phase. We identify their strengths and interests. We find that many of our staff bring significant skills, hobbies, and experiences that allow us to transition those skills into programming with our youth. We allow our staff to express themselves by linking their interests and skills with the curriculum and programming they do with our youth.

We also are very fortunate to have an AmeriCorps program and our Clubs can "hire" these volunteers to assist in their programming. Because our AmeriCorps grant pays a portion of the member's living allowance/stipend, this supplements the Club and increases their ability to hire more "staff" to work with the youth. The cost decreases but the hours of service increases. This assists in building capacity of the organization and the AmeriCorps members as well. We have a separate professional development budget that can assist those members in advancing their skills which leads to an increase in the Club's capacity.