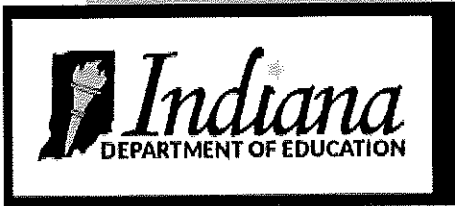


# 21<sup>ST</sup> CCLC

<b>NAME OF LEA OR ORGANIZATION</b>	<b>BOYS &amp; GIRLS CLUB OF SEYMOUR</b>
<b>ADDRESS</b>	<b>950 N'OBRIEN STREET, SEYMOUR</b>
<b>COUNTY</b>	<b>JACKSON</b>
<b>NAME OF CONTACT PERSON</b>	<b>LARA WHEELER</b>
<b>TITLE</b>	<b>RESOURCE DEVELOPMENT DIRECTOR</b>
<b>PHONE NUMBER</b>	<b>812-522-2434</b>
<b>EMAIL</b>	<b>LWHEELER@BGCSEY.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>RYON WHEELER, EXECUTIVE DIRECTOR</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>RWHEELER@BGCSEY.ORG</b>

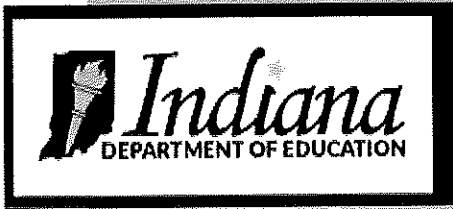
<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<b>BROWN ELEMENTARY (3135)</b>	<b>67.3%</b>	<b>D</b>	<b>45</b>	<b>K-5<sup>TH</sup></b>
<b>JACKSON ELEMENTARY (3153)</b>	<b>61.2%</b>	<b>C</b>	<b>55</b>	<b>K-5<sup>TH</sup></b>
<b>REDDING ELEMENTARY (3157)</b>	<b>64.6%</b>	<b>C</b>	<b>80</b>	<b>K-5<sup>TH</sup></b>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
<b>BOYS &amp; GIRLS CLUB OF SEYMOUR</b>	<b>950 N. O'BRIEN STREET</b>	<b>SEYMOUR/JACKSON CO.</b>



# 21<sup>ST</sup> CCLC

<p><b>TOTAL GRADE LEVEL(S) TO BE SERVED</b></p>	<p><b>6, (K-5<sup>TH</sup>)</b></p>
<p><b>PRIORITY AREA</b>          (STEM OR STEAM, LITERACY, COLLEGE &amp; CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING)  <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b></p>	<p><b>SOCIAL EMOTIONAL LEARNING</b></p>
<p><b>OPERATING HOURS</b>          (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION)  <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b></p>	<p><b>AFTER-SCHOOL (M-F) 3PM -7PM</b>  <b>SPRING BREAK (M-F) 6:30AM-5:30PM</b>  <b>WINTER BREAK (M-F) 6:30AM-5:30PM</b>  <b>3 WEEKS</b>  <b>SUMMER BREAK (M-F) 6:30AM-5:30PM</b>  <b>9 WEEKS</b></p>
<p><b>PROGRAM INCOME</b>          DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N  <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b></p>	<p><b>N</b></p>

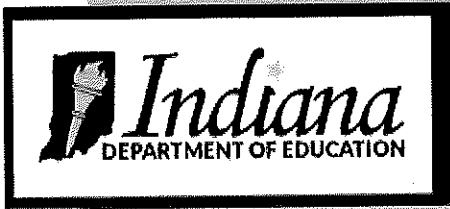


21<sup>ST</sup> CCLC

## **ASSURANCES (2.5 POINTS)**

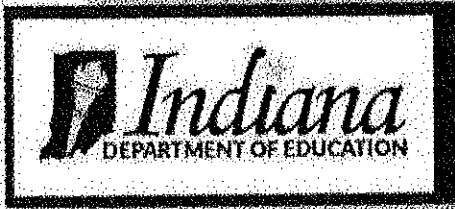
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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



## 21<sup>ST</sup> CCLC

- 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;
- 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;



# 2102010

- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Boys & Girls Club of Seymour  
Applicant Name (LEA or Organization)

  
Authorized Signature

8/7/2020  
Date

## Seymour Community School Corporation and Boys & Girls Club of Seymour

The **Seymour Community School Corporation**, hereinafter referred to as **SCSC**, and the **Boys & Girls Club of Seymour** hereinafter referred to as **BGCS** 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 **Boys & Girls Club of Seymour** from the Indiana Department of Education.

**Seymour Community School Corporation** and **Boys & Girls Club of Seymour** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **SCSC** and **BGCS** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **BGCS**.

### **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**

**Seymour Community School Corporation (SCSC)** agrees to the following:

1. Work collaboratively with **BGCS** to identify high-priority student participants and to meet needs of youth served in the program.
2. Develop common confidentiality guidelines to share information between **SCSC** and **BGCS** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
3. Provide the needed student assessment forms and evaluation requirements.
4. Assist with coordination of safe transportation of youth to the 21st CCLC Out-of-School Time Program. This includes providing **BGCS** with a list of youth who will board buses for transportation home.
5. Supply a **SCSC** technology staff to facilitate a 90 minute e-learning workshop for families at the 21<sup>st</sup> CCLC site.
6. Designate a **SCSC** employee to serve on the Advisory Council.

#### **District data sharing responsibilities:**

1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
2. Provide access to assessment and other available data for the purposes of program evaluation, including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).

3. Collect aggregate student data (grade, race, sex, free/reduced lunch, special education and English language learner) required for federal reporting.
4. Collect state assessment data each summer.
5. Collect report card grades, school day attendance, and discipline reports at the end of each semester.

**Boys & Girls Club of Seymour (BGCS) will:**

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. Lead recruitment of community partners. Maintain coordination of other agencies and service providers with SCSC.
3. Provide Program Director to support their collaborative work with school administrators and BGCS partner agencies.
4. Provide Youth Development Professionals 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.
5. The 21<sup>st</sup> CCLC Program Director will be responsible for coordinating all hiring, training, and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by BGCS and employed in the Out-of-School Time Program.
6. Deliver services as an Out-Of-School time program for a minimum of 3 hours Monday-Friday during the school year.
7. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by project evaluators (local and State).
8. Designate a BGCS employee to serve on the Advisory Council.
9. Be responsible for general program coordination, including set-ups & clean-up and first aid.
10. Provide out-of-school time snacks.

**Club data sharing responsibilities:**

1. Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
2. Collect teacher, parent, and student survey data at the start and end of each program year.
3. Collect program pre-post tests and parent event surveys as administered.
4. Track individual student community learning center enrollment and attendance.
5. Input required data in federal and state reports.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 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

**Seymour Community School Corporation** agrees to indemnify, defend and hold harmless **Boys & Girls Club of Seymour** 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 **Seymour Community School Corporation**. It is understood that such indemnity shall survive the termination of this Agreement.

**Boys & Girls Club of Seymour** agrees to indemnify, defend and hold harmless **Seymour 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 **Boys & Girls Club of Seymour**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **Boys & Girls Club of Seymour** shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of FIVE MILLION DOLLARS (\$5,000,000). **Seymour 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 **Seymour Community School Corporation** before commencement by **Boys & Girls Club of Seymour** of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **Seymour**



**Community School Corporation.** A certificate of insurance showing compliance with these requirements shall be filed with **Seymour Community School Corporation-Chief Financial Officer.**

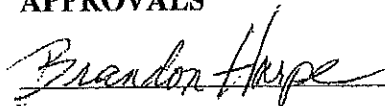
**INDEPENDENT CONTRACTOR STATUS**

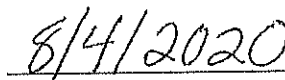
The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its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

**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**

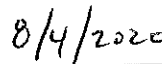




Seymour Community School Corporation Authorized Signature

Date





Boys & Girls Club of Seymour Authorized Signature

Date

## MEMORANDUM OF UNDERSTANDING

Boys & Girls Club of Seymour and Christopher & Associates, Inc

The Boys & Girls Club of Seymour hereinafter referred to as BGCS, and Christopher & Associates, Inc., hereinafter referred to as Christopher & Assoc., enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> 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 BGCS from the Indiana Department of Education.

### 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 SERVICES

Christopher & Associates, Inc. (Christopher & Assoc.) agrees to the following:

1. Christopher & Assoc. will provide 6 hours/ week of Therapeutic Intervention for Children as well as staff coaching at BGCS.
2. Christopher & Assoc. will provide six yearly events up to four hours per event, focusing on Parent/Child Relationship Building.
3. Christopher & Assoc. will prepare and plan for six hours/month for trainings.
4. Christopher & Assoc. will provide timely reports to BGCS Program Director regarding training observations, program observations, and offer plans for adjustments.
5. A representative from Christopher & Assoc. will be a member of the 21<sup>st</sup> CCLC Advisory Council and attend quarterly scheduled meetings.

Boys & Girls Club of Seymour (BGCS) will:

1. BGCS will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCS will provide space and supplies requested for programs administered at BGCS.
3. BGCS will provide program feedback gathered from staff and parent surveys.

Commitment Provided: Contract: \$2012/month for 10 Months. Should be billed monthly to BGCS for reimbursement of fees incurred.

## TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 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

Boys & Girls Club of Seymour agrees to indemnify, defend and hold harmless Christopher & Associates, Inc., 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 Boys & Girls Club of Seymour. It is understood that such indemnity shall survive the termination of this Agreement.

Christopher & Associates, Inc. agrees to indemnify, defend and hold harmless Boys & Girls Club of Seymour, 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 Christopher & Associates, Inc.. It is understood that such indemnity shall survive the termination of this Agreement.

## 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

Christopher & Associates, Inc. shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Boys & Girls Club of Seymour that no employee of the contractor working with youth and parents of BGCS has been convicted of a violent or serious felony as defined by statute. Christopher & Assoc. shall not permit any employee to have any such contact with a student of BGCS until such certification has been received by BGCS.

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

Jim Christopher PsyD HSPP  
Christopher & Associates, Inc. Authorized Signature

7/27/2020  
Date

Rachel  
Boys & Girls Club of Seymour Authorized Signature

7/27/2020  
Date

## MEMORANDUM OF UNDERSTANDING

Boys & Girls Club of Seymour and Southern Indiana Hispanic Services

The Boys & Girls Club of Seymour hereinafter referred to as BGCS, and Southern Indiana Hispanic Services, hereinafter referred to as SIHS, enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> 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 BGCS from the Indiana Department of Education.

### 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 SERVICES

Southern Indiana Hispanic Services (SIHS) agrees to the following:

1. SIHS will attend and translate for 90 minutes during an elearning workshop.
2. SIHS will attend beginning of school year registration events at BGCS.
3. SIHS will attend and translate for 60 minutes during a College Prep/Financial Aid workshop.
4. SIHS will provide timely document translation services up to 10 hours.
5. A representative from SIHS will be a member of the 21<sup>st</sup> CCLC Advisory Council and attend quarterly scheduled meetings.

Boys & Girls Club of Seymour (BGCS) will:

1. BGCJC will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCJC will provide request to SIHS with at least 1 week notice for document translation and 2 weeks notice of in-person translation services.

Commitment Provided: Contract: \$300/month for 10 months

### TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 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

Boys & Girls Club of Seymour agrees to indemnify, defend and hold harmless Southern Indiana Hispanic Services 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 Boys & Girls Club of Seymour. It is understood that such indemnity shall survive the termination of this Agreement.

Southern Indiana Hispanic Services agrees to indemnify, defend and hold harmless Boys & Girls Club of Seymour, 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 Southern Indiana Hispanic Services. It is understood that such indemnity shall survive the termination of this Agreement.

#### 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

Southern Indiana Hispanic Services shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to Boys & Girls Club of Seymour that no employee of the contractor working with youth and parents of BGCS has been convicted of a violent or

serious felony as defined by statute. SIHS shall not permit any employee to have any such contact with a student of BGCS until such certification has been received by BGCS.

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

Rejon Hester, Board President

7/23/20

Southern Indiana Hispanic Services Authorized Signature

Date

Ryland

7/23/2020

Boys & Girls Club of Seymour Authorized Signature

Date

## MEMORANDUM OF UNDERSTANDING

Boys & Girls Club of Seymour and Jackson County Learning Center

The Boys & Girls Club of Seymour hereinafter referred to as BGCJC, and Jackson County Learning Center hereinafter referred to as JCLC, enter into this Memorandum of Understanding (MOU) for the express purpose of offering a service to a 21<sup>st</sup> 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 BGCJC from the Indiana Department of Education.

### 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 SERVICES

JCLC agrees to the following:

1. JCLC agrees to prepare and facilitate a workshop dedicated to increasing the knowledge of the college application process and financial aid process in 21<sup>st</sup> CCLC families.

Boys & Girls Club of Seymour (BGCS will:

1. BGCS will be fiscally responsible for services rendered as approved in 21<sup>st</sup> CCLC budget.
2. BGCS will provide the facility for the workshop.

Commitment Provided: Contract: \$500 for planning and facilitation of workshop

### TERMS

The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through July 1, 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

Boys & Girls Club of Seymour agrees to indemnify, defend and hold harmless Jackson County Learning Center 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 Boys & Girls Club of Seymour. It is understood that such indemnity shall survive the termination of this Agreement.

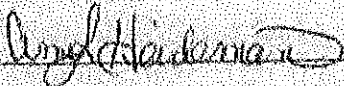
Jackson County Learning Center agrees to indemnify, defend and hold harmless Boys & Girls Club of Seymour, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries and liabilities arising 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 Jackson County Learning Center. It is understood that such indemnity shall survive the termination of this Agreement.

#### INDEPENDENT CONTRACTOR STATUS

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

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

#### APPROVALS

  
\_\_\_\_\_

Jackson County Learning Center Authorized Signature

8/5/2020  
\_\_\_\_\_

Date

  
\_\_\_\_\_

Boys & Girls Club of Seymour Authorized Signature

8/5/2020  
\_\_\_\_\_

Date

## **Boys & Girls Club of Seymour and Praxis Strategies & Solutions**

### **Memorandum of Understanding**

This memorandum of understanding is entered into between Boys & Girls Club of Seymour (BGCS) and Praxis Strategies & Solutions (Praxis).

It is the intent of both parties represented in this memorandum to define the collaboration between the above stated entities and to work in support of the implementation of the 21st Century Community Learning Center to be located in Seymour, Indiana, subject to funding by the Indiana Department of Education.

### **DESCRIPTION OF PROGRAM SERVICES**

**Boys & Girls Club of Jennings County** (BGCS) agrees to the following:

1. Offer a range of high quality educational, developmental, and recreational programming aligned with Indiana Academic Standards and the Indiana Afterschool Standards
2. Orient programming to produce positive academic, social, and behavioral outcomes
3. Collect relevant academic outcome data from schools and provide these data to the evaluator in a timely manner
4. Disseminate evaluation results to relevant stakeholders
5. Employ evaluation findings in decision-making as stated in the evaluation plan

**Praxis Strategies & Solutions (PRAXIS)** agrees to the following:

1. Assist BGCS in creating and measuring the project outcomes.
2. Design and administer data collection tools such as surveys and focus group or interview guides to be used with school and project personnel or participants.
3. Collection qualitative data through site visits and key informant interviews of adults and children as needed during the project.
4. Supervise the data collection process, maintain records of all collected data and conduct statistical analyses for both formative and summative evaluation reports.
5. Prepare formative and summative evaluation reports as stated in the evaluation plan.
6. Provide technical assistance to BGCSEY, as well as programming, data entry support, training, data management, and planning assistance.

### **TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **July 1st, 2021** and continue through **July 31st, 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.



**WRITTEN NOTICE**

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

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

**Boys & Girls Club of Seymour**

**Praxis Strategies and Solutions**

	<i>Executive Dir.</i>		President
_____ Signature	_____ Title	_____ Signature	_____ Title
Ryon Wheeler	7/28/2020	Brad McLeish	28 July 2020
_____ Printed Name	_____ Date	_____ Printed Name	_____ Date



BOYS & GIRLS CLUB  
OF SEYMOUR

# OUR KIDS OUR COMMUNITY

Officers

Gary Green

*President*

Jessica Olsen

*Vice President*

Dr. Eric Fish

*Secretary*

Andrew Brock

*Treasurer*

Directors

Julia Aker

John Beatty

Dr. Stephanie Burgess

Andrea Hall

Brandon Harpe

Brad Henry

Fred Hines

Drew Hillian

Jeff Lorenzo

Mathew Lorenzo

Brad Lucas

Bruce Wynn

Boys & Girls Club of Seymour met electronically with St. Ambrose on July 28, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Seymour/Jackson County. We hereby testify as indicated by the below signatures that appropriate consultation as described in 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

Michelle Neubert-Levine  
Non-Public School Representative

*Michelle Neubert-Levine*  
Signature

Emeritus Members

Gerald Armstrong

Tom Bollinger

John Britton

David Correll

Kevin Gabbard

David Geis

Tom Goecker

Frank Guthrie

Dr. David Laitinen

Bill Nolting

Jim Potts

Jim Plump

Marvin Veatch

John Wiethoff

David Windley

Ryon Wheeler, Executive Director  
Applicant Representative

*Ry Wheeler*  
Signature

Honorary Member

Dr. Kenneth Bobb

Executive Director

Ryon F. Wheeler



BOYS & GIRLS CLUB  
OF SEYMOUR

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Directors

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John Beatty

Dr. Stephanie Burgess

Andrea Hall

Brandon Harpe

Brad Henry

Fred Hines

Drew Hillian

Jeff Lorenzo

Mathew Lorenzo

Brad Lucas

Bruce Wynn

Boys & Girls Club of Seymour met electronically with Zion Lutheran School on July 6, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Seymour/Jackson County. We hereby testify as indicated by the below signatures that appropriate consultation as described in 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

Stacy Wright, Principal

\_\_\_\_\_  
Non-Public School Representative

Signature

Emeritus Members

Gerald Armstrong

Tom Bollinger

John Britton

David Correll

Kevin Gabbard

David Geis

Tom Goecker

Frank Guthrie

Dr. David Laitinen

Bill Nolting

Jim Potts

Jim Plump

Marvin Veatch

John Wiethoff

David Windley

Ryon Wheeler, Executive Director  
Applicant Representative

Signature

Ryon Wheeler  
Executive Director

Honorary Member

Dr. Kenneth Bobb

Executive Director

Ryon F. Wheeler



BOYS & GIRLS CLUB  
OF SEYMOUR

# OUR KIDS OUR COMMUNITY

### Officers

Gary Green

President

Jessica Olsen

Vice President

Dr. Eric Fish

Secretary

Andrew Brock

Treasurer

### Directors

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John Beatty

Dr. Stephanie Burgess

Andrea Hall

Brandon Harpe

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Fred Hines

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Jeff Lorenzo

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Brad Lucas

Bruce Wynn

### Emeritus Members

Gerald Armstrong

Tom Bollinger

John Britton

David Correll

Kevin Gabbard

David Geis

Tom Goecker

Frank Guthrie

Dr. David Laitinen

Bill Nolting

Jim Potts

Jim Plump

Marvin Veatch

John Wiethoff

David Windley

### Honorary Member

Dr. Kenneth Bobb

### Executive Director

Ryon F. Wheeler

Boys & Girls Club of Seymour met electronically with Sandy Creek Christian Academy on July 27, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Seymour/Jackson County. We hereby testify as indicated by the below signatures that appropriate consultation as described in 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

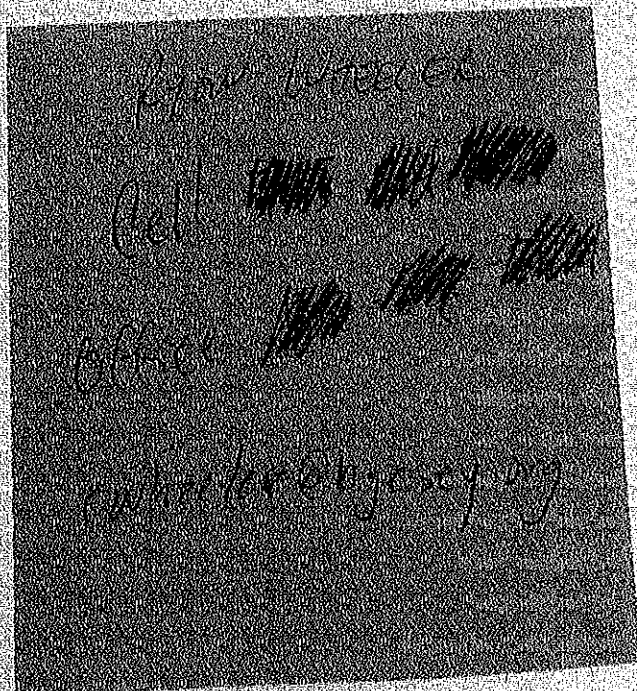
Kenny Noble  
Non-Public School Representative

Kenny Noble  
Signature

Ryon Wheeler, Executive Director  
Applicant Representative

Ry Wheeler  
Signature

Ryon Wheeler  
Executive Director





BOYS & GIRLS CLUB  
OF SEYMOUR

# OUR KIDS OUR COMMUNITY

**Officers**

Gary Green

*President*

Jessica Olsen

*Vice President*

Dr. Eric Fish

*Secretary*

Andrew Brock

*Treasurer*

**Directors**

Julia Aker

John Beatty

Dr. Stephanie Burgess

Andrea Hall

Brandon Harpe

Brad Henry

Fred Hines

Drew Hillian

Jeff Lorenzo

Mathew Lorenzo

Brad Lucas

Bruce Wynn

Boys & Girls Club of Seymour met electronically with Immanuel Lutheran School on July 6, 2020 in consultation for participation in 21<sup>st</sup> CCLC initiative in Seymour/Jackson County. We hereby testify as indicated by the below signatures that appropriate consultation as described in 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

Todd Behnlander  
Non-Public School Representative

Todd Behnlander  
Signature

**Emeritus Members**

Gerald Armstrong

Tom Bollinger

John Britton

David Correll

Kevin Gabbard

David Geis

Tom Goecker

Frank Guthrie

Dr. David Laitinen

Bill Nolting

Jim Potts

Jim Plump

Marvin Veatch

John Wiethoff

David Windley

Ryon Wheeler, Executive Director  
Applicant Representative

Ry Wheeler

Signature

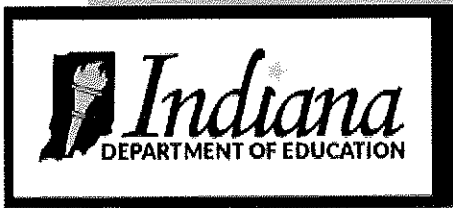
Ryon Wheeler  
Executive Director

**Honorary Member**

Dr. Kenneth Bobb

**Executive Director**

Ryon F. Wheeler



21<sup>ST</sup> CCLC

**PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

Boys & Girls Club of Seymour (BGCS) and Seymour Community School Corporation (SCSC) apply for the Cohort 10- 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC). The submitted grant demonstrates the dedication to youth in Seymour, IN. The 21<sup>st</sup> CCLC will serve 180 youth from Brown, Jackson, and Redding Elementary Schools, serving K-5<sup>th</sup> grade students. The rural and low-income landscape of Seymour, in conjunction with lack of affordable/accessible out-of-school programs and below state passing rates on standardized testing in reading and math, make for an ideal environment to make an impact on youth and families in Seymour.

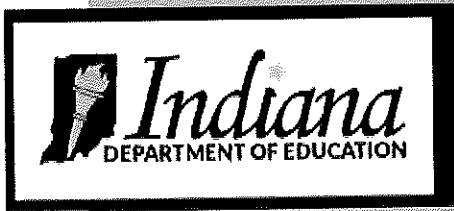
The 21<sup>st</sup> CCLC program focuses on 1). Improving Academic Achievement 2). Improve Student Behavior 3). Increase Family Involvement. To address these focus areas, the 21<sup>st</sup> CCLC will implement programs, activities, and services to improve reading and math achievements with tutoring and academic based programs, improve in-class student behavior with social and emotional programs, provide opportunities for families to gain knowledge of school day academics, 21<sup>st</sup> CCLC activities, e-learning, as well as create opportunities for familial bonding and enrichment through 21<sup>st</sup> CCLC events. Programs include Positive Action, Project Learn, SMART Girls, Passport to Manhood, Triple Play, Small P.A.R.T.S., Youth Development (Arts, Character/Leadership Development, Healthy Lifestyles).

Using the aforementioned programs and attentively focusing on Social Emotional Learning, goals for the 21<sup>st</sup> CCLC are to prepare an environment and offer support where 50% of regular participants (grades 1-5) will maintain a letter grade B or better, or increase their math and ELA grade by 4% from fall to spring. 70% of regular participants (grade K) will achieve at least "S" or "M" in 75% of the reading standards by the last grading period. 30% of regular participants will maintain above-grade level performance, or achieve at least typical annual growth on I-Ready math assessments from fall to spring. 35% of regular participants will score above the 35th percentile on the reading section of the spring NWEA assessment, or improve their score from fall to spring.

Participants who complete the Positive Action program as well the programs mentioned above will demonstrate making healthier choices and positive character development as demonstrated in pre and post-tests results. The 21<sup>st</sup> CCLC partnership between SCSC and BGCS will allow dedicated resources to increase family involvement by providing intentional opportunities for parents to learn more about in-class academics, 21<sup>st</sup> CCLC program, e-learning, as well as family events.

The 21<sup>st</sup> CCLC will serve K-5<sup>th</sup> grade students at the BGCS Clubhouse, Monday-Friday, 3pm to 7pm. Most crucially, the program will be available to participants during school breaks such as Spring Break, Winter Break, and offer a full Summer program. The successful outcomes anticipated from this program will be, in part, as a result of key partnerships including SCSC,





## 21<sup>ST</sup> CCLC

BGCS, Christopher & Associates, Inc. Southern Indiana Hispanic Services, Jackson County Learning Center, students, parents, educators, 21<sup>st</sup> CCLC Program Director, Site Supervisor, and Youth Development Professionals, all play a vital role in the success of advancing youth and families in Seymour.

### **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

#### **Minimum Criteria**

SCSC and BGCS qualify using the minimum of 40% free and reduced lunch rate for a 21<sup>st</sup> CCLC. SCSC is 54.1% free and reduced lunch.

Brown Elementary, Jackson Elementary, and Redding Elementary:

- **Brown Elementary**                      **67.3%**
- **Jackson Elementary**                      **61.2%**
- **Redding Elementary**                      **64.6%**

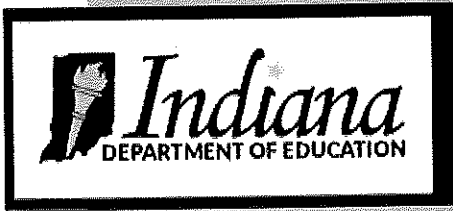
#### **Origin of Partnership**

BGCS has been serving youth in Seymour for 73 years. The successful program has been operating in concert with SCSC since BGCS's inception, deepening the connection throughout the years. SCSC and BGCS serve the same students and families, the BGCS Clubhouse is located within 6 miles of all SCSC schools. In 1995, SCSC transportation operations were redesigned to utilize Seymour Middle School as a bus hub, so all students were given the opportunity to be safely transported to the BGCS Clubhouse. Transportation is still provided afterschool by SCSC to BGCS today.

SCSC leadership have consistently served on BGCS Board of Directors, with current SCSC Superintendent Brandon Harpe, serving his 6<sup>th</sup> year as a member. Likewise, BGCS leadership have been active in SCSC roles. BGCS Unit Director, Jeff Joray, a current school board member, recently celebrated his 8<sup>th</sup> year. The partnership continues to grow and offer a wrap around approach to provide youth in Seymour with strong academic supports and affordable well-rounded out-of-school programming.

#### **Priority Area**

BGCS and SCSC have selected Social Emotional Learning as the priority area for the 21<sup>st</sup> CCLC. Based on feedback surveys from teachers and parents, communication skills, anger management, conflict resolution, and overall behavior improvement are key areas to address in youth. Individual school discipline reports mirror the need, as they show the majority of



# 21<sup>ST</sup> CCLC

discipline referrals were due to classroom disruption, verbal aggression, and horseplay/physical responses.

## **PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

- 1). New Applicant who has never received 21<sup>st</sup> CCLC funds.
- 2). Identified as a Rural and Low Income Applicant:

RLIS Local Codes: 32 and 41 as displayed on the FY2020 Master REAP Eligibility Spreadsheet from the Indiana Department of Education.

## **NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

### **Data Evidence**

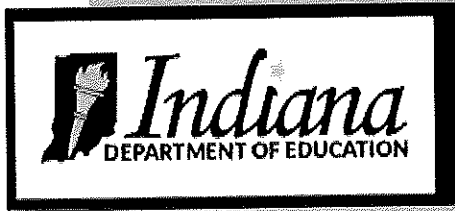
Seymour, Indiana is home to 19,952 individuals. The median household income for Seymour is \$43,091, a staggering 20.6% less than Indiana state average of \$54,325 and 30.4% lower than the National average of \$61,937 in 2018<sup>1</sup> For children ages 0-17, 15.2% are living in poverty in Jackson County. In addition, Children in Need of Services rate (CHINS) in Jackson County is 24.3% compared to Indiana state rate of 21.8%.<sup>2</sup> Seymour Community School Corporation serves 4,859 students across five elementary schools, one sixth grade center, one middle school, and one high school. Brown Elementary (Brown), Jackson Elementary (Jackson), and Redding Elementary (Redding) pose the greatest need and opportunity for youth in Seymour. Brown has 592 students, 67.3% are free/reduced lunch eligible. Jackson has 623 students, 61.2% free/reduced lunch eligible. Lastly, Redding has 578 students, 64.6% free/reduced lunch eligible. Indiana state average for free/reduced lunch is 48.8%.

### **Students Achievement Data -Data from SCSC report from 2019 Annual Performance Report**

	<b>Brown</b>	<b>Jackson</b>	<b>Redding</b>	<b>IN State Average</b>
<b>ELA Proficiency</b>	24.4%	31.2%	41.8%	<b>48.9%</b>
<b>Math Proficiency</b>	34.9%	42.3%	48.4%	<b>48.7%</b>
<b>Science</b>	19.8%	25%	35.9%	<b>35.9%</b>
<b>Social Studies</b>	22.9%	19.8%	44.1%	<b>44.1%</b>
<b>I-Read</b>	55.7%	76.4%	70%	<b>70%</b>

<sup>1</sup> census.gov/quickfacts/jacksoncountyindiana

<sup>2</sup> Indiana Youth Institute 2020 Indiana Kids County Book Jackson County



**Need for Project (Con't)**

**Student Demographic Data - SCSC 2019-2020 report**

	<b>Brown</b>	<b>Jackson</b>	<b>Redding</b>
<b>Minority</b>	65.5%	53%	35.5%
<b>English Language Learners</b>	54.5%	35.3%	23.4%
<b>Student with Disabilities</b>	15.2%	21.3%	21.6%

In Jackson County, 14.1% of the total youth population is Hispanic, compared to 11.3% in Indiana. 12.8% are English Language Learners compared to 5.8% in Indiana, ranking Jackson County 6<sup>th</sup> in the state for ELL students in a school corporation. Seymour Community School Corporation's student population is 57% economically disadvantaged. 25.1% are English Language Learners, and 17.5% are students with disabilities.<sup>3</sup>

**Student Behavioral Data- SCSC 2019-2020 report**

	<b>Brown</b>	<b>Jackson</b>	<b>Redding</b>
<b># of Students Suspended</b>	27	26	63
<b># of Students with More than 10 Unexcused Absences</b>	22	75	48
<b># of Students Absent with More than 10% of School Year</b>	60	70	57
<b># of Disciplinary Referrals</b>	158	122	227
<b>Attendance Rate</b>	95.3	95	95.1

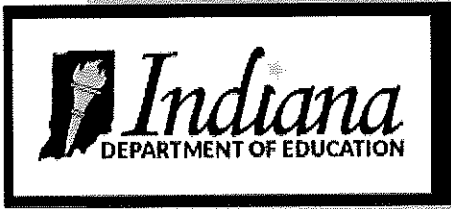
Jackson County reports 59.9% of high school graduates enrolling in college compared to 63% statewide in Indiana.<sup>4</sup> Seymour Community Schools Corporation's number of students who dropped out: 12.

**Current Programming**

Seymour, IN has a limited amount of youth organizations. Girls Inc., KidsKlub, and Boys & Girls Club of Seymour. KidsKlub is nonprofit, contracted with SCSC as a fee based latch-key program. Costs are a \$35 weekly payment for the hours of 3pm-6pm and a total of \$85 for also utilizing the 6am-8am session. Summer Registration for KidsKlub is \$25, and an additional \$95 a week. Girls Inc. serves only female youth for \$125 during the school year and 7 weeks in the summer for \$230. Girls Inc. is not open the month of August or when school is not in session. BGCS is open to all youth, 41 weeks during the school year from 3pm-7pm, including all school breaks. Boys & Girls Club of Seymour is also open 630am-530pm for 9 weeks in the summer.

<sup>3</sup> [inview.doe.in.gov/corporations/1036750000/population](http://inview.doe.in.gov/corporations/1036750000/population)

<sup>4</sup> [census.gov/quickfacts/jacksoncountyindiana](http://census.gov/quickfacts/jacksoncountyindiana)



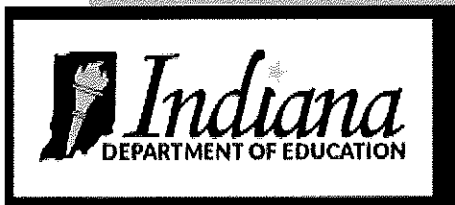
21<sup>ST</sup> CCLC

### **Need for Project (Con't)**

School year membership fee is \$50 and Summer program fee is \$200. No child is turned away for the inability to pay for a BGCS membership.

School sponsored extracurricular programs are dependent on the current state of funding for the Corporation. Community led programs suffer similar fate, including Future Farmers of America (FFA) and the Purdue Extension offer programs, but serve a niche interest group. Available to local families are athletic programs for families who can afford to pay the seasonal fee and have access to reliable transportation. Travel sports teams are commonplace in Seymour, however only families with disposable income are able to afford these opportunities. BGCS has recently acquired administrative functions of youth basketball and a partnership with Seymour Parks & Rec youth soccer to make these opportunities more readily accessible to youth.

Consistent feedback from youth and families is the frustration with lack of affordable and diverse programs and activities available. Seymour is located one hour south of Indianapolis and one hour north of Louisville. Centered in the middle of two major metro areas, Seymour does not attract many businesses dedicated to family enrichment or youth engagement. Residents must drive a minimum of 30 minutes and have disposable income to participate in programs, if available. A gap exists in affordable family enrichment activities, family focused programs, access to affordable and consistent youth activities including tutoring/mentoring. Most crucially, there is virtually no available Social Emotional Learning supports available during out-of-school time. SEL is linked to student gains in positive classroom behavior, lower drug use, improved attitudes about self and others, and school.<sup>5</sup>



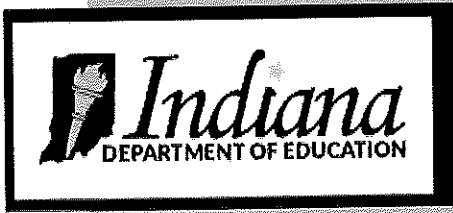
# 21<sup>ST</sup> CCLC

## 21<sup>st</sup> CCLC Grant will Enhance/Expand Current Available Out-of-School Time

School Name/Grades Served	Current Programs	Expansion & Enhancement of Programs. (services, time, days, and # of students)
Brown, Grades K-5	Girls Inc. KidsKlub Occasionally available: Purdue extension, 4H, FFA	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3pm-7pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break, fall break, winter break, and summer at the Boys & Girls Club of Seymour. M-F, 6:30am-5:30pm. Propose to serve 45 students.
Jackson, Grades K-5	Girls Inc. KidsKlub Occasionally available: Purdue extension, 4H, FFA	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3pm-7pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break, fall break, winter break, and summer at the Boys & Girls Club of Seymour. M-F, 6:30am-5:30pm. Propose to serve 55 students.
Redding, Grades K-5	Girls Inc. KidsKlub Occasionally available: Purdue extension, 4H, FFA	Students will be offered programs in 6 core areas including academic support, healthy lifestyles, arts, fitness/sports, character & leadership development, and social & emotional learning. M-F, 3pm-7pm during the school year, 180 days. Full day programming is available during school sanctioned breaks such as spring break, fall break, winter break, and summer at the Boys & Girls Club of Seymour. M-F, 6:30am-5:30pm. Propose to serve 80 students.

### Identified Needs

Surveys were administered by SCSC in June 2020 to students, parents, and teachers requesting feedback on what areas need to be addressed in the community. BGCS Executive Director, Ryon Wheeler met with Principals, Vice-Principals, and Guidance Counselors from Brown, Jackson, and Redding Elementary schools to further advance the assessment process. School Improvement plans were shared and reviewed. Through the assessment process and leadership collaboration meetings, needs in the areas of Social Emotional Learning to reduce school day disruptions caused by physical and verbal aggression, improvement in Reading and Math rates on standardized testing, and increasing parent involvement surfaced as the main topics of improvement. In addition, BGCS Executive Director Ryon Wheeler actively participates in



## 21<sup>ST</sup> CCLC

United Way town hall meetings, most recently COVID-10 Relief task force, Vision2025 for Seymour, and the Redevelopment Commission to keep a pulse on community and youth issues.

### **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

#### **Project Collaboration**

BGCS and SCSC will be partnering with organizations that understand and support the goals and objectives of the 21<sup>st</sup> CCLC program. SCSC as a co-applicant is our premier partner.

BGCS will provide the facility and student technology hardware for the out-of-school program as an in-kind donation. BGCS will increase Internet speed from the current 100 Mbps speed to 1,000 Mbps speed in the facility to support student's daily chrome book usage. BGCS and SCSC will share transportation responsibilities. SCSC will provide transportation from Brown, Jackson, and Redding Elementary schools to Boys & Girls Club of Seymour. BGCS will provide transportation home for identified students with transportation restrictions.

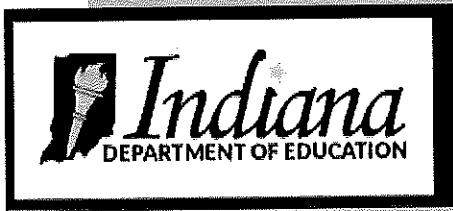
SCSC will provide access to on-line practice and assessment tools of iReady and iLearn, through their licensing agreements. BGCS will be responsible for Boys & Girls Clubs of America (BGCA) curriculum and all supplies associated with implementing the programs. BGCS will also be responsible for staff hiring, training, and development.

The affiliation with BGCA allows access to Academic Achievement and Student Behavior resources by offering more than 25 programs in Academic Support, STEM, the arts, financial literacy, technology, character building, drug and alcohol prevention, community service, nutrition and fitness, music, and college and career exploration. BGCS also supports family engagement by providing a family-friendly environment and programing approach conducive to helping parents increase engagement in student learning and achievement.

BGCS will be responsible for BGCA curriculum and all supplies associated with implementing the programs. Four featured programs included in the program design are available as a result of the affiliation BGCS has as a BGCA chapter. \$3,611 are the annual dues amount paid by BGCS for BGCA programs and resources. BGCA programs will be taught by BGCS senior staff. BGCS will also be responsible for staff hiring, training, and professional development.

To further enrich the program, BGCS will contract with Christopher & Associates Evaluations and Counseling Center, Inc. (Christopher & Assoc.) Christopher & Assoc. is the area's most called upon resource for outpatient mental health therapy and psychological evaluations to children, adolescents, and adults.

Our liaison will be owner, Dr. Jill Christopher, a Licensed Clinical Psychologist specializing in psychological evaluations for children and adults with development, learning, behavioral,



## 21<sup>ST</sup> CCLC

### **Partnership (Con't)**

emotional and autism spectrum disorders. Christopher & Assoc. will offer staff development training, on-site coaching, lead parent workshops, and family engagement events (relationship building). Therapeutic intervention for children will focus on establishing appropriate responses to anger, anxiety, and depression, active listening skills, working in a group as a team, and coach 21<sup>st</sup> CCLC staff on how to engage with children who have experienced trauma and/or have developmental trauma. This partnership will be to support the SEL priority area as well as improve student behavior.

BGCS will partner with Southern Indiana Hispanic Services, Inc. (SIHS). Founded in 2008 in Seymour, SIHS is an organization specializing in interpretation, translation, and referrals for Spanish speaking residents to lessen the language and cultural barriers. Translators from SIHS will be available during parent workshops designed to increase the knowledge of academics and e-learning in the home. A SIHS translator will also be available in person to assist with the completion of school forms at the beginning of the school year. All documents dispersed from the BGCS 21<sup>st</sup> CCLC program will be available in English and Spanish. This partnership will support our English Language Learners as well as increase family involvement for Spanish speaking families.

Jackson County Learning Center (JCLC) will partner with the 21<sup>st</sup> CCLC program to co-host a parent workshop open for all 21<sup>st</sup> CCLC families. JCLC is an educational and workforce support center offering joint services with Ivy Tech, Indiana Wesleyan University, and Indiana University Purdue University Columbus for continuing education. Based on the parent survey, *55% of parents desire additional information regarding College Applications and Financial Aid.* This partnership will support our English Language Learners as well as increase family involvement as the SIHS translator will be present at the workshop.

Representatives from these partner agencies will serve on the 21<sup>st</sup> CCLC Advisory Council.

### **Identifying Partners**

(SCSC) and (BGCS) conducted community asset mapping to determine what partners would be best suited to address the areas of need that surfaced during parent, teacher, and youth assessments. Each partner was interviewed and selected based on their breadth of knowledge in their designated fields, ability to design programs specifically for our target objectives, flexibility and understanding of working with youth and families. Christopher & Assoc.'s team of mental health professionals and BGCS staff collaborated to develop the SEL curriculum and parent workshops for the 21<sup>st</sup> CCLC program.

### **Volunteers**

For the 21<sup>st</sup> CCLC program, all volunteers will complete a background check before interacting with youth participants. Current and new volunteers will be oriented to the goals of the program



# 21<sup>ST</sup> CCLC

and how their roles support Academic Achievement, Improve Student Behavior, and Family Involvement as mentors, to teach special skills or hobbies, reading coaches, and assist with family events. Volunteers are recruited via social media, local civic groups, community volunteer fairs, and newspaper publications.

## **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

### **Recruitment Criteria**

BGCS will work with teachers and counselors from **Brown, Jackson, and Redding** to identify students most in need of additional support. The students identified as under performing in Math and Reading/ELA will be the priority as well as those identified as frequent discipline and counselor referrals. Parents will be encouraged to make referrals on behalf of their children for additional resources provided by the 21<sup>st</sup> CCLC programs.

### **Community Data**

Less than 19 miles away from Seymour is Austin, IN, a town in the epicenter of the opioid crisis plaguing the nation. HIV cases were on the rise in Austin, due to opioid use. Seymour and Austin are located on Interstate 65, identified by law enforcement as a major pipeline for drug trafficking. In fact, Austin, IN, in 2016 had the single largest outbreak of HIV in the United States.<sup>6</sup>

Indiana State Dept. of Health, data from 2018 ranks Jackson County 6<sup>th</sup> in the state in deaths from drug poisoning involving opioids.<sup>7</sup> In 2018, Schneck Medical Center Emergency Department (located in downtown Seymour) received 1,117 patients presenting with drug or overdose complaints. In the same year, the Jackson County coroner reported 27% of deaths were due to overdose.<sup>8</sup>

### **Parent Involvement**

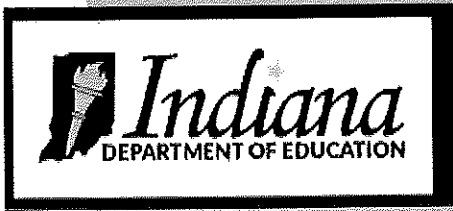
Our goal of a full wrap around approach between, schools, Club, and families is rooted in strong communication from the beginning of the 21<sup>st</sup> CCLC program. BGCS will host a town hall meeting, each semester, for all families in order to observe first-hand the program results as well as meet key program staff. The parent survey indicated 78% of parents desire to *know more about their child's education*. An open forum for questions or suggestions will take place during the town hall meeting, facilitated by 21<sup>st</sup> CLCC Program Director to share school day teaching methods, Indiana State Standards means for their child's grade level, and ways parents can plug in to the elementary schools.

<sup>6</sup> <https://www.npr.org/tags/806408755/austin-indiana>

<sup>7</sup> Indiana Criminal Justice Institute

<sup>8</sup> Jackson County Drug-Free Council, Comprehensive





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### Program Design (Con't)

Staying in alignment with our SEL focus, we will work closely with Christopher & Assoc. to offer a workshop series dedicated to decreasing stress associated with parenting. "High parenting stress is an important environmental risk variable. It has been associated with numerous undesirable outcomes, including parent depression, marital conflict, poorer physical health, less effective parenting, ...increased child behavior problems."<sup>9</sup>

For our ELL families, 21<sup>st</sup> CCLC will offer Spanish translation support at BGCS at the beginning of the school year to assist with school form completion. Brown reports 54.5% ELL, Jackson has 35% ELL, and Redding has 23% ELL.

Only 15% of Jackson County residents have a Bachelor's degree or higher. National average reported in 2017 the rate was 33.4%<sup>10</sup> Thus, as a priority for first generation college families, we will host a financial aid and application night co-hosted with a Jackson County Learning Center admissions officer. 50% of parents would like additional information on *college and financial aid* according to the parent survey.

Lastly, 21<sup>st</sup> CCLC will actively seek parent/guardian volunteers to enhance activities and increase engagement, including parental involvement in the Advisory Council.

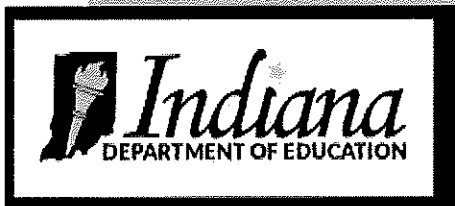
### Snack and/or Meals

Snack will be acquired through The Indiana Alliance of Boys & Girls Clubs & Adult Care Food Program (CACFP) and Summer Food Service Program (SFSP). Snack will be distributed daily by BGCS staff.

Lunch is provided during school breaks and summer program.

<sup>9</sup> Neece CL, Green SA, Baker BL. Parenting stress and child behavior problems: a transactional relationship across time. *Am J Intellect Dev Disabil.* 2012;117(1):48-66. doi:10.1352/1944-7558-117.1.48

<sup>10</sup> census.gov/quickfacts/jacksoncountyindiana

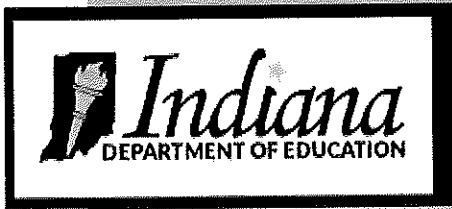


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## Weekly Schedule

BGCS School Year, 4 hrs a day/20 hrs a week

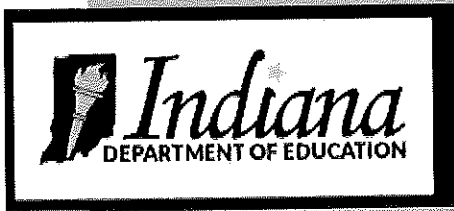
	Monday	Tuesday	Wednesday	Thursday	Friday
3:00pm - 4:00pm	Snack  Youth Development- <i>Triple Play</i>  <i>Tutoring</i>	Snack  Youth Development- <i>Triple Play</i>  <i>Tutoring</i>	Snack  Youth Development- <i>Triple Play</i>  <i>Tutoring</i>	Snack  Youth Development- <i>Triple Play</i>  <i>Tutoring</i>	Snack  Youth Development- <i>Triple Play</i>  <i>Tutoring</i>
4:00- 4:30pm	Youth Development- <i>Tutoring</i> Project Learn Torch Club	Youth Development- <i>Tutoring</i> Project Learn SMART Girls	Youth Development- <i>Tutoring</i> Project Learn Small P.A.R.T.S	Youth Development- <i>Tutoring</i> Project Learn Passport to Manhood	Project Learn Youth Development- <i>Healthy Lifestyles</i>
4:30pm - 5:00pm	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action	Youth Development- <i>Arts/Character &amp; Leadership Dev.</i> Positive Action
5:00pm - 6:30pm	Youth Development- <i>Healthy Lifestyles</i> Positive Action (SEL)	Youth Development- <i>Healthy Lifestyles</i> Positive Action (SEL)	Youth Development- <i>Healthy Lifestyles</i> Positive Action (SEL)	Youth Development- <i>Healthy Lifestyles</i> Positive Action (SEL)	Youth Development- <i>Healthy Lifestyles</i> Positive Action (SEL)



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## BGCS Winter Break X 3 weeks, 11 hrs a day/55 hrs a week/165 hrs

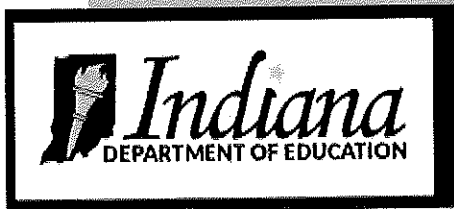
	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>
8am-9am	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>
9am-10am	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>
10am-11am	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev</i>
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00pm-1:00pm	Project Learn	Project Learn	Project Learn	Project Learn	Project Learn
1:00pm-2:00pm	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)
2:00pm-3:30pm	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn
3:30pm-4pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>



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## BGCS Spring Break, 11hrs a day/55 hrs

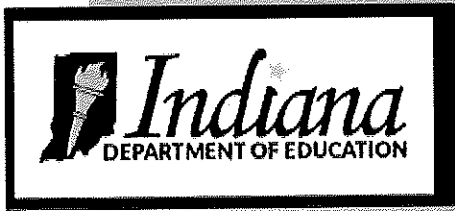
	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>
8am-9am	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>	Youth Development- <i>Healthy Lifestyles</i>
9am-10am	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>
10am-11am	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev</i>	Youth Development- <i>Character &amp; Leadership Dev</i>
11:30am	Lunch	Lunch	Lunch	Lunch	Lunch
12:00pm-1:00pm	Project Learn	Project Learn	Project Learn	Project Learn	Project Learn
1:00pm-2:00pm	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)	Youth Development- <i>Triple Play</i> Positive Action (SEL)
2:00pm-3:30pm	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn	Youth Development- <i>Character &amp; Leadership Dev.</i> Project Learn
3:30pm-4pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>



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## BGCS Summer Break X 9 weeks, 11hrs a day/55 hrs a week/495 hrs

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am-7am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7am-8am	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>	Youth Development- <i>Arts</i>
8am-9am	Youth Development- <i>Healthy Lifestyles</i> Project Learn	Youth Development- <i>Healthy Lifestyles</i> Project Learn	Youth Development- <i>Healthy Lifestyles</i> Project Learn	Youth Development- <i>Healthy Lifestyles</i> Project Learn	Youth Development- <i>Healthy Lifestyles</i> Project Learn
9:30am	Snack	Snack	Snack	Snack	Snack
9am-10am	Youth Development- <i>Reading Bus</i>	Youth Development- <i>Reading</i>	Youth Development- <i>Reading</i>	Youth Development- <i>Reading</i>	Youth Development- <i>Reading Bus</i>
10am-11am	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>
11:30am	Lunch & Swim	Lunch & Swim	Lunch & Swim	Lunch & Swim	Lunch
12:30pm-1:00pm	Youth Development Positive Action (SEL)	Youth Development Positive Action (SEL)	Youth Development Positive Action (SEL)	Youth Development Positive Action (SEL)	Youth Development Positive Action (SEL)
1:00pm-2:00pm	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>	Youth Development- <i>Character &amp; Leadership Dev.</i>
2:00pm-3:30pm	Youth Development- <i>Arts</i> Project Learn	Youth Development- <i>Arts</i> Project Learn	Youth Development- <i>Arts</i> Project Learn	Youth Development- <i>Arts</i> Project Learn	Youth Development- <i>Arts</i> Project Learn
3:30pm-4pm	Snack	Snack	Snack	Snack	Snack
4:00pm-5:30pm	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>	Youth Development- <i>Triple Play</i>



**Alignment to Standards**

**Improve Academic Achievement**

*Indiana Academic Standards- Project Learn, Youth Development, Tutoring*

English

- Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight ( K.RF.4.4, 1.RF.4.4, 2.RF.4.4, 3.RF.4.4, 4.RF.4.4, 5.RF.4.4).
- Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connoted comprehension at the independent level ( K.RF.5, 1.RF.5, 2.RF.5, 3.RF.5, 4.RF.5, 5.RF.5).
- Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary (K.RV.1, 1.RV.1, 2.RV.1, 3.RV.1, 4.RV.1, 5.RV.1).

Math

- Number Sense: K.NS.2, 1.NS., 2.NS.4, 2.NS.7, 3.NS.2, 4.NS.2,4.NS.9, 5.NS.1
- Computation and Algebraic Thinking: K.CA.1, 1.CA.4, 2.CA.1, 3.C.6, 4.C.4, 5.AT.6
- Geometry: K.G.3, 1.G.1, 2.G.1, 2.G.2, 3.G., 4.G.4, 5.G.1, 5.G.2
- Measurements:1.M.1, 2.M.1, 2.M.7, 3.M.4
- Data Analysis: 1.DA., 2.DA.1, 4.DA.1, 4.DA.3, 5.DS.1, 5.DS.2

**Indiana Afterschool Standards:**

Standard 4: Staff interact with all children and youth to help them learn.

**Improve Student Behavior:**

**Torch Club, SMART Girls, Small P.A.R.T.S., Passport to Manhood, Youth Development**

**Indiana Academic Standards:**

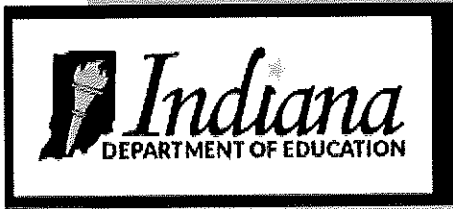
Small P.A.R.T.S

- Actively engage in group reading activities with purpose and understanding (K.RL.2)
- Identify and sort pictures of objects into categories (K.RV.2.2)
- Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks (K.SL.2.3)
- Give, restate, and follow simple two-step directions (K.SL.4.3)

**Indiana Afterschool Standards:**

Standard 1: Staff relate to all children and youth in positive ways.

Standard 4: Staff interact with all children and youth to help them learn.



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Standard 5: Staff use positive techniques to guide behavior of children and youth.

### **Alignment with School Improvement Plan:**

SCSC utilizes Positive Behavioral Interventions and Supports (PBIS).

Through this data tracking, we are able to monitor discipline referrals at Brown, Jackson and Redding Elementary schools. We will work to align our rewards system with those chosen at each elementary school to support the district wide PBIS framework.

Jackson Elementary states, "Continuous improvement strategies implemented to achieve this objective include recognizing and celebrating student attendance, developing positive home-school relationships, and providing appropriate support services." In addition, they seek to maintain a 97% attendance rate.

### **Increase Family Involvement:**

#### **Indiana Afterschool Standards:**

Standard 8: Staff support families' involvement in the program.

#### **Alignment with School Improvement Plan:**

Jackson Elementary list building family involvement strategies as a core component.

Redding Elementary showcases volunteer opportunities available for parents in the classroom.

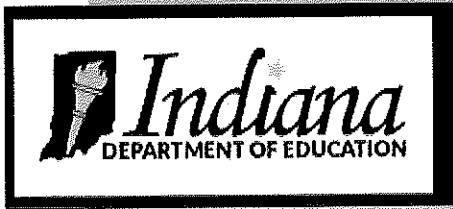
Both Elementary schools will offer Title 1 Family Learning Nights.

### **Staff Recruitment and Retention**

BGCS will prioritize the hiring of teachers already familiar with SCSC culture and expectations. Successful applicants will be matched with positions that will allow them to exhibit their strengths in youth mentoring, academic support, and relationship building. Once hired, new employees participate in orientation.

The 21st CCLC program requirements, goals and objectives will be discussed. Expectations, rules, policies and other matters from the first day of employment will also be presented. Staff will be equipped with HR information, company policies and procedures manuals, and instructions on how to access online BGCA tools and apps. Staff will meet weekly to discuss successes and challenges in meeting student needs. Staff evaluations with their supervisor will be held yearly to set goals for both improvement and professional growth.

BGCS will prioritize job applicants who are fluent in languages spoken by our youth and families to develop a diverse staff rich in race, ethnicity, age, and socio-economic background that is open and accepting of students from all backgrounds. Staff will meet weekly to discuss successes and challenges in meeting student needs. This will allow employees to take ownership of their assignments and enable them to identify areas of improvement and adjust their strategies within the scope of their responsibilities. Ongoing professional development is a priority and is highlighted in the Professional Development section. Employment positions will be posted on



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SCSC website, BGCA.org/careers, indeed.com, and other local platforms. Staff are encouraged to offer input on program enhancement and utilize their personal talents to enrich the 21<sup>st</sup> CCLC environment. A collaborative and creative culture will aid in job satisfaction translating into retention. Offering competitive wages is also vital to employee retention.

Practices in alignment with Indiana Afterschool Standards 30, 31, and 32 as pertaining to this program.

### Staff Positions

Program Director (1)	\$55,000 Annual Salary
Site Supervisors (1)	\$20.00/hour for 25 hours a week
Youth Development Professionals (12)	\$15.00/hour for 20 hours a week

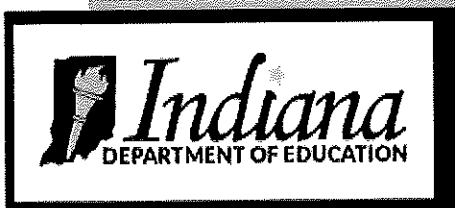
### **EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

BGCS has not applied to be a 21<sup>st</sup> CCLC in the past, however with consistent growth in Seymour Community School Corporation’s enrollment numbers and BGCS membership numbers, recruitment of students has been on the rise. From 2018 to 2020 district enrollment has increased by 528 students. In the same time period, the percentage of English Language Learner students has increased from 16% to 25%. BGCS’s average daily attendance has increased from 104 to 145 in the school year and 64 to 133 in the summer. Total youth served has also increased from 1,205 to 2,476 from 2017 to 2020. A new Executive Director was hired in 2017 at BGCS.

Students are transported from their elementary schools to BGCS without cost to the families. 21<sup>st</sup> CCLC programming would allow the transportation burden to be further removed by offering transportation home at the end of the program.

By using supplemental academic programs such as iReady, iLearn, and Epic Reading with engaging and new high-yield activities and special academic projects, BGCS’s 21<sup>st</sup> CCLC program will not feel like just an extension of the academic school day, but an enhancement. The hands-on interest-based activities will keep students engaged and learning. Staff have the flexibility to offer individual instruction and adapt to student needs, this is not always feasible during the school day. Boys & Girls Club programs excel at meeting youth needs by offering programming that appeals to their interest, staff understanding the importance of meaningful relationships, and creating a welcoming environment in which all youth feel welcome and have a sense of belonging. The strong and lasting relationships developed between staff and kids motivate them to attend the program and well-prepared and trained staff bring an energy and enthusiasm to the program that also encourages participation. By dedicating 1-1 1/2 hours of out-of-school time every day to tutoring, the students will be supported with individualized and small group academic attention in areas where they need the most assistance. The ongoing communication between SCSC and BGCS staff will ensure the student’s individual learning





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style is known and the proper teaching method is being used to keep consistency from school day learning to out-of-school time support.

## **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

### **Evidence Based Programming**

The programs outlined have been selected to directly address academic and social and emotional deficits indicated in recent needs assessments.

**Youth Development-Triple Play**<sup>11</sup>: Triple Play is a comprehensive health and wellness program developed in collaboration with the US Department of Health & Human Services. Triple Play features three components:

Healthy Habits

Fitness Challenges

Social Recreation

### **Project Learn-Grades K-5, Objectives: 1.1, 1.2**

Overview: Project Learn is an evidence-based and research-based afterschool learning strategy designed to build and reinforce academic skills. Project Learn features five components: Homework Help and Tutoring; High Yield Activities; School Day Collaboration; Parental Involvement; and Students Incentives/Recognition. High Yield Learning Activities are intentionally designed to provide students with afterschool learning experiences that are hands-on, interactive and linked to specific academic skills.

**Research Basis:** Project Learn is based on the research of Reginald Clark, who found that there is a positive relationship between academic achievement and the amount of out-of-school time that youth spend engaged in high-yield learning activities.

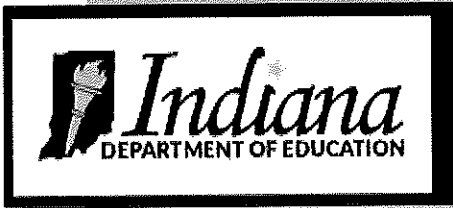
**Research Evidence:** An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies.<sup>12</sup>

Project Learn is an evidence-based program featured in the OJJDP Model Programs Guide.

11 Mannes, M., Lewis, S., & Streit, K. (2005). *Deepening Impact through Quality Youth Development Strategies and Practices: Final Report*. Minneapolis, MN. Search Institute

12 Clark Reginald. (2002) Building Student Achievement: In-School and Out-of-School Factors. Policy Issues, North Central Regional Educational Laboratory, Issue

13.



## Program Implementation (Con't)

### *Positive Action-Grades K-5, Objectives: 2.1, 2.3*

**Overview:** Positive Action is an evidence-based educational program that increases student engagement in learning and develops positive behavioral skills. For each grade level, the program utilizes an age-appropriate series of interactive lessons that empower students to identify and choose actions that help them achieve their goals and be responsible community members.

**Research Basis:** The research basis of Positive Action examines how the physical, intellectual, social, and emotional domains of the whole child interact with the different environments that child is in: school, family, and community. Those environments influence the way that students see themselves, how they perform academically, and how they behave.

**Research Evidence:** The Positive Action program has been evaluated extensively, demonstrating positive outcomes in numerous areas, including academic achievement, behavior, and family cohesion. Positive Action is rated an Effective Program by four evidence-based program registries, including the US Department of Education's What Works Clearinghouse, which found the extent of evidence for the program's efficacy to be moderate to large.

### *iReady-Grades K-5, Objective 1.2*

**Overview:** i-Ready is an online comprehensive core mathematics program using games and challenges to engage students. Utilized by SCSC, BGCS will allow students to have access to Epic for additional practice with the familiar online programs during out-of-school time.

**Research Evidence:** Curriculum Associates Research team conducted an ANCOVA analysis controlling for selection bias using students' prior spring i-Ready Diagnostic scores. Researchers studied i-Ready data from more than one million students from the 2017–2018 school year. Using a resulting sample of more than 440,000 English Language Arts (ELA) students and more than 420,000 Mathematics students, the research showed that under statistical controls for prior test scores, students receiving i-Ready Instruction demonstrated greater gains on the spring i-Ready Diagnostic than students who did not receive i-Ready Instruction. i-Ready Instruction is an effective intervention and an effective system for accelerating student growth and progress toward proficiency. i-Ready Instruction meets the criteria for Every Student Succeeds Act, Level 3.



# YOUTH DEVELOPMENT

## Program Implementation (Con't)

### Research Based Programming

#### *Youth Development-Grades K-5, Objective: 2.1*

**Overview:** Youth development as implemented by Boys & Girls Clubs is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of Youth Development-The Arts<sup>13</sup>: Students participate in activities in visual arts and creative writing to support the development of self-expression and creative thinking skills.

Youth Development-Healthy Lifestyles<sup>13</sup>: Students engages youth in nutrition education and cooking activities.

Youth Development-Character & Leadership Development<sup>13</sup>: Student work to develop skills to resist participation in bullying, fighting, and violence. Hone leaderships skills through peer interactions and staff role modeling. growth and achievement.

#### *Torch Club-Grade 5, Objective: 2.2*

**Overview:** Torch Club provides opportunities for leadership and service experience, with students developing their group decision-making skills as they plan and implement a community service project.

**Research Basis:** Research supports the use of community service programs as a tool in promoting intellectual, social, and psychological outcomes in youth.<sup>13</sup>  
Every Student Succeeds Act, Evidence Level 4

#### *Passport to Manhood-Grade 5 males, Objectives: 2.3*

**Overview:** Passport to Manhood is a life skills program that guides boys and young men in navigating the transition to healthy and responsible adulthood.

**Research Basis:** Passport to Manhood is based on research related to the cognitive, social and emotional development of adolescent boys, particularly as it relates to the development of positive values and a healthy identity.<sup>14</sup>

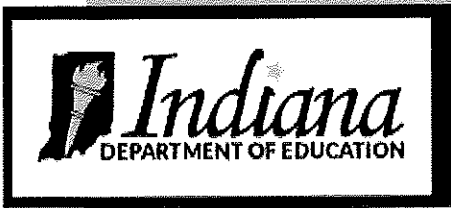
#### *SMART Girls Grades 4 & 5 females, Objective: 2.3*

**Overview:** SMART Girls is a life skills program that guides girls and young women in navigating the transition to healthy and responsible adulthood.

**Research Basis:** SMART Girls gives girls the space, support and tools to navigate adolescence, and to emerge as strong, healthy young adults.  
Every Student Succeeds Act, Evidence Level 4

13 Mannes, M., Lewis, S., & Streit, K. (2005). Deepening Impact through Quality Youth Development Strategies and Practices: Final Report. Minneapolis, MN. Search Institute

14 McLean, K., et al. (2010) Constructing the Self in Early, Middle and Late Adolescent Boys: Narrative Identity, Individuation, and Well-Being. Journal of Research on Adolescence, Vol. 20.



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## Program Implementation (Con't)

### *E-Learning Workshop -Grades K-5 Families, Objective: 3.1*

**Overview:** A co-facilitated workshop between SCSC technology staff and 21<sup>st</sup> CCLC Program Director, topic addressed to include internet access, technology troubleshooting, utilizing online resources, and basic Question & Answer forum.

**Research Basis:** Afterschool and summer programs can play a vital role in facilitating connections, both within the program to other families and outside the program to schools and other community institutions. This role is emerging as particularly important for 21st Century Community Learning Centers, which have the opportunity to support a more holistic approach to education—one that requires afterschool programs, schools, and families to partner to provide expanded opportunities for learning throughout a longer learning day and across the entire calendar year.<sup>15</sup>

### *Family Enrichment Nights-Grades K-5 Families, Objective: 3.2*

**Overview:** BGCS will host events focused on serving the family as a unit. Offering free enrichment opportunities in the areas of art, fitness, academics, in a safe and familiar environment. Family Enrichment Nights will be co-facilitated with Christopher & Associates, Inc.

**Research Basis:** According to a meta-analysis by the Harvard Family Research Project, parental involvement is associated with higher student achievement outcomes. Two of the patterns that emerged from the findings were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.<sup>16</sup>

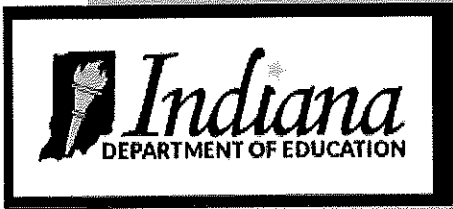
## Enrichment Programming

### *Small P.A.R.T.S. (Pee Wees Are Ready To Start)- Grade K, Objective: 2.3*

**Overview:** Small P.A.R.T.S. is a program where young people will learn the basics of life skills. Tying shoes, knowing personal address, knowing phone number, classroom communication skills, and other essential life skills. Small P.A.R.T.S. helps fill the gaps left between home and school, when it comes to the knowledge of basic life skills/knowledge. Also, the program will serve as a safe haven for kindergarteners to get acclimated to school expectations and the new environment.

15 S. Bouffard, H. Westmoreland, K. O'Carroll & P. Little. (2011) *Engaging Families in Out-of-School-Time Programs*. Information Age Publishing, NC.

16 [studentsatthecenterhub.org/resource/harvard-family-research-project](http://studentsatthecenterhub.org/resource/harvard-family-research-project)



# 21<sup>ST</sup> CCLC

## **PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

BGCS and SCSC have established a positive rapport sharing the same students throughout the 73 year history of Boys & Girls Club of Seymour. For the success of the 21<sup>st</sup> CCLC collaboration, a detailed communication plan ensures objectives are clear, expectations are met, and stakeholders are kept abreast of the program outcomes and positive implications for the community as a whole.

Student report cards, attendance, and testing results will be shared with BGCS 21<sup>st</sup> CCLC Program Director by Diane Altemeyer, Director of Federal & State Programs for SCSC. Data will be shared when standardized testing results are available. Teachers will share report cards of students with 21<sup>st</sup> CCLC Program Director. Attendance reports will be shared by 21<sup>st</sup> CCLC Program Director to school Principals monthly as well as an update of current projects and upcoming programs/activities. The Program Director will also discuss with Principals how to best align school day objectives and share the feedback with 21<sup>st</sup> CCLC staff. BGCS Executive Director, Ryon Wheeler, will share attendance data and program progress reports with SCSC Superintendent, Brandon Harpe, at the end of the fall and spring semesters. At the completion of the school year, BGCS Executive Director Ryon Wheeler will make a presentation to the school board sharing program outcomes and testimonials.

Other stakeholders to communicate with are the Chamber of Commerce Director- Dan Robison, United Way Director-Tonja Couch, the local newspaper, *The Tribune*. Jackson County Community Foundation-Dan Davis, Economic Development-Jim Plump, and Read Jackson County-Anne Staley. When resources are used to support youth to further academics and improve character/leadership, the impact goes beyond an individual child. Both economically and socially a community benefits from investing in their youth.

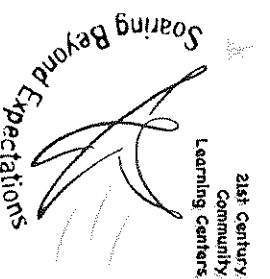
21<sup>st</sup> CCLC families will have the opportunity to speak with staff during in-person pickup, via email, phone, and at town hall meetings facilitated by 21<sup>st</sup> CCLC Program Director. Emails, social media, and in-person invitation will be used to encourage families to participate in 21<sup>st</sup> CCLC events.

### **21<sup>st</sup> CCLC Terminology**

Appropriate and consistent use of 21<sup>st</sup> CCLC verbiage and logos will be used on all program materials including print, social media, and electronic communications.



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan



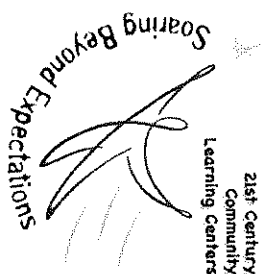
Program Name	Boys & Girls Club of Seymour
Program Director	To be hired
Dates of Implementation	July 1, 2021-July 31, 2022

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 21<sup>st</sup> CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
CPR/AED Training	CPR Education	Learn Adult, Child, Infant CPR as well as the use of an AED	Improves the critical assistance time to help save a SCA victim	Youth Development 8 Site Supervisors 1 Program Director 1	6	\$650	BGCS	August 2021	Health & Safety
Lead Like Your Hair is on Fire: Unlocking the Secret to Student Engagement	Indiana Afterschool Network	Operate an engaging program to recruit and maintain program participants	Discover the mindset, process, and tools needed for dynamic student engagement	Site Supervisors 1 Program Director 1	2	0	BGCS	Summer 2021	Program Planning & Activity Planning
Digital Content and Virtual Learning	JCSC	Increase the knowledge of e-learning techniques and procedures	Knowledge of e-learning practices of staff to assist	Youth Development 8 Site Supervisor 1	2	0	BGCS Resources	Fall 2021	



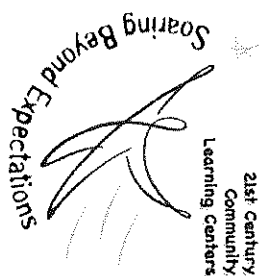
## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan



			students and parents						
Program Basics	Boys & Girls Club of America	Teach movement philosophy on guidance/discipline/c communications, safety	Staff have tools to implement programs and manage a group of students	Youth Development 10	4	0	BGCS Resources	August 2021 January 2022	Foundational Knowledge, Behavior Guidance
Social Emotional Coaching	Christopher and Associates, Inc.	Improve Social Emotional skill set in staff	Incorporate SEL strategies in all areas of programs	Youth Development 10 Site Supervisors 1 Program Director 1	2 Trainings Ongoing coaching	7,500	21 <sup>st</sup> CCLC	2021-2022	Counseling Skills, Behavior Guidance
Boys & Girls Club of America National Conference	Boys & Girls Clubs of America	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Executive Director 1 Program Director 1	18	\$3,500	BGCS	May 2022	Professionalism Awareness of the Profession
English Language Learners in out-of-school time	Youth Today	Close the ELL achievement gap and meet the social and emotional needs of ELLs.	Increased knowledge of language learners and cultural impact on learning.	Youth Development 10 Site Supervisors 1	1	\$110	BGCS	January 2022	Culture & Human Diversity
Indiana Alliance-Boys & Girls Clubs Regional Workshop	Boys & Girls Clubs of America	Improve youth development strategies, collaborate with peers, parent communications	Share best practices within the organization to improve current programs and brainstorm new programs/activities	Youth Development 5 Site Supervisors 1	8	\$190 \$160	BGCS 21 <sup>st</sup> CCLC	October 2021	Professionalism



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

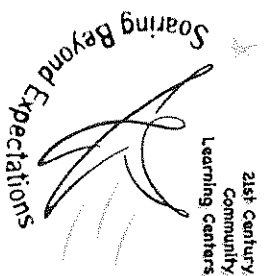


Child & Youth Care Certification	Indiana Afterschool Network	Nurture and expand youth development best practices	Keep up-to-date with developments in foundational and specialized areas of child and youth care practice and participate in education and training opportunities.	Site Supervisor 1 Program Director 1	16	\$1,000	21 <sup>st</sup> CCLC	2021-2022	Professionalism
Social & Emotional Health 101: From Stress to Trauma: Supporting the Social and Emotional Needs of Youth	Indiana Youth Institute	Gain practical strategies youth workers can use to strengthen the emotional resilience of youth.	Have key knowledge on how to support the social and emotional needs of youth.  Have tools on strengthening relationships and cultivating grit.	Youth Development 10 Site Supervisor 1 Program Director 1	2	\$1,170	21 <sup>st</sup> CCLC		Relationship & Communication
201: Emotionally Resilient Youth: Practical Strategies for	Indiana Youth Institute	Gain practical strategies youth workers can use to strengthen the		Youth Development 10 Site Supervisor 1 Program Director 1	2	\$1,170	21 <sup>st</sup> CCLC		Relationship & Communication





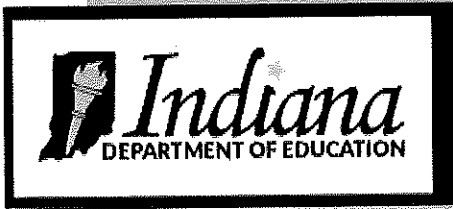
**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**



Helping Kids Thrive		emotional resilience of youth.								
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Professional Development Plan Cost: \$15,450

Total Estimated Cost	\$10,000	% of Total Budget	2%
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# 21<sup>ST</sup> CCLC

## **PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

### **Assessment**

All staff are trained in duties specific to their roles as youth development workers, tutors, site supervisors, and program directors. All levels of leadership are given annual performance reviews. Each staff is given the opportunity to respond and suggest plans for improvement and advancement. In addition to individual improvement/advancement plans, results from IN-QPSA and National Youth Outcome Initiative (NYOI) will be reviewed as a staff and future program adjustments will be made in staff meetings.

### **Staff Plans**

The Program Director will be trained by BGCJC Executive Director on budget management and staff management. They will also receive data entry and reporting training from Praxis. Site Supervisors will receive training in program compliance, tutoring techniques, how to communicate with parents, and staff oversight. Youth Development Professionals will receive training in creating and implementing high-yield activities and school day teaching methods to best align with school day procedures. All employees will participate in in-house trainings.

### **BGCS In-house Trainings Include:**

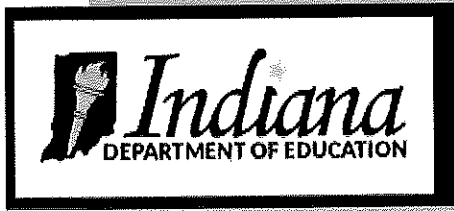
Safety & Mandated Reporting  
Program Basics (group management, engaging youth, and data reporting)  
Guidance & Discipline

Training records for each employee are reviewed annually by their direct supervisors. Trainings are selected to fill any observed gap, to increase subject knowledge, learn a new curriculum, or to support their advancement in overall youth development, in addition to organization wide trainings.

### **Enhancing Quality**

The 21<sup>st</sup> CCLC will hire individuals with a passion for serving youth and train them to be well versed in youth development strategies. All staff will be CPR and 1<sup>st</sup> Aid/AED certified and maintain the certification annually. Staff participate in orientation, handbook review, and will be educated in the goals and objectives of 21<sup>st</sup> CCLC.

Priority will be given in hiring certified SCSC teachers as tutors and staff. Cross training will be available between SCSC and BGCS 21<sup>st</sup> CCLC staff. Professional Development opportunities and subject based workshops will be open to all staff.



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### Professional Development (Con't)

When staff have ownership of a program and a full understanding of curriculum, students benefit greatly. Weekly staff meetings will be conducted at BGCS. The Site Supervisor will conduct program audits bi-weekly to ensure staff are implementing the program effectively and have a complete understanding of local demographics and resources available to best serve the youth. This is to ensure programs are operating at top quality by a well prepared and equipped staff. Through one of our strongest partnerships, Christopher & Associates, Inc. counselors will provide on-site, active, and real time coaching to staff in communications and behavioral redirecting techniques. This real time coaching further support social emotional learning. Ensuring all staff are equipped with adequate and ongoing SEL professional development is essential to the SEL program implementation, sustainability, and overall effectiveness.<sup>18</sup>

<sup>18</sup> Oliver, Brandi. "Social Emotional Learning: Built Upon A Neurodevelopmental Culturally Responsive Framework". *Social-Emotional Learning Educator Toolkit*. 2018. Butler University College of Education.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick  
Superintendent of Public Instruction

*Working Together for Student Success*

**21st Century Community Learning Centers**

**Performance Measures**

**Boys & Girls Club of Seymour**

Seymour

**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**

[Grade Measure 1] 50% of regular participants in grades 1-5 will maintain a letter grade of 'B' or better, or increase their percentile math grade by 4% from fall to spring.

[Grade Measure 2] 70% of regular participants in grades 1-5 will maintain a letter grade of 'B' or better, or increase their percentile E/LA grade by 4% from fall to spring.

[Grade Measure 3] 50% of regular Kindergarten participants will achieve a grade of 'S' or 'M' in at least 75% of the math standards introduced by the last grading period rated.

[Grade Measure 4] 70% of regular Kindergarten participants will achieve a grade of 'S' or 'M' in at least 75% of the reading standards introduced by the last grading period rated.

30% of regular participants will maintain above-grade level performance, or achieve at least typical annual growth on I-Ready math assessments from fall to spring.

35% of regular participants will score above the 35th percentile on the reading section of the spring NWEA assessment, or improve their score from fall to 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**

72% of participants who complete the Positive Action program will demonstrate making healthier choices by improving their score from pre to post on the Positive Action survey. Collected at the end of each program session.\*

**Focus Area: Social/Emotional Learning**

72% of participants in the club's character development programming (Small Parts; Passport to Manhood; Smart Girls; Torch Club) will demonstrate positive character development by improving their score from pre to post on the respective program-provided survey. Collected at the end of each program session. \*

**Focus Area: In-School or Afterschool Behavior**

60% of regular participants will either improve classroom behavior or show no need to improve on the annual teacher survey.\*

**Focus Area: College and Career Readiness**

**Category 3: Family Engagement Outcomes**

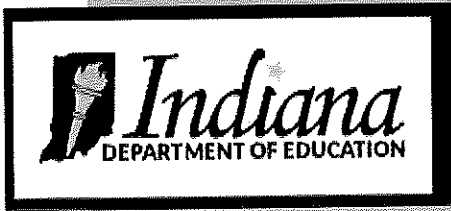
**Choose 2 measures from the following Focus Areas:**

**Focus Area: Involvement in Student's Education at Home**

60% of parents/guardians will indicate that participating in club workshops improved their ability to support their child academically on workshop exit surveys.

**Focus Area: Involvement with Student's School**

60% of parents/guardians will indicate on exit surveys that participating in the town hall events improved their ability to participate in a school/club/family collaboration in support of their child's education.



## 21<sup>ST</sup> CCLC

### **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

The Boys & Girls Club of Seymour (BGCS) will partner with Praxis Strategies and Solutions (Praxis) to complete the annual evaluation as required by the grant. Evaluation will be a collaborative effort by BGCS and Praxis using a multi-method, multi-source evaluation protocol that includes both quantitative and qualitative data collection measures to inform both summative and formative evaluation. The effort will nest the 21<sup>st</sup> CCLC evaluation within BGCS's existing formative self-evaluation process and the summative evaluation process conducted by Boys & Girls Clubs of America. This approach allows for a richer picture of the program to emerge and encourages the "story" of impact to be told.

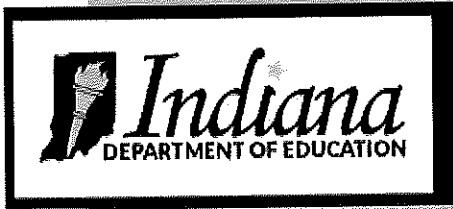
Data collected will include:

Formative data

- *Beginning-of-year meeting between Praxis and key program staff* to discuss evaluation results from the previous year, as well as program adaptations arising from the evaluation, and to establish goals and priorities for the upcoming year.
- *At least 2 site visits at each site by Praxis evaluators* per year in fall and spring, with up to 2 additional visits as needed to observe process changes based on previous evaluation findings. Sites will be rated on all relevant Indiana Afterschool Standards. Evaluators will also provide qualitative feedback on priorities identified in the BOY interview. Ratings and feedback will be provided to BGCS in a written report within one week of the visit.
- *End-of-year interview between Praxis and key program staff* to discuss successes and lessons learned in greater depth.
- *Site Coordinators will conduct bi-weekly program audits with youth development staff* to ensure programs are administered correctly, staff are supported, and goals and objectives are being addressed.
- *Weekly staff meetings* will be conducted at each site to allow structured feedback from frontline staff. Agenda items include Average Daily Attendance, Program Attendance, Current and Upcoming Needs, Staff Support.

Summative assessment:

- *Fall and Spring semester grades, and performance on local academic assessments* in reading and math to assess student academic progress.
- *Pre/post assessments of student growth* from the club's character development programming: Smart Girls, Passport to Manhood, Positive Action, Small Parts, and Torch Club.
- *Teacher surveys* collected every spring to gauge the program's impact on student behavior and academic habits.
- *National Youth Outcome Initiative data (NYOI)*, which measures indicators of youth achievement in priority outcome areas, as well as participants' perceptions of BGCS programming.



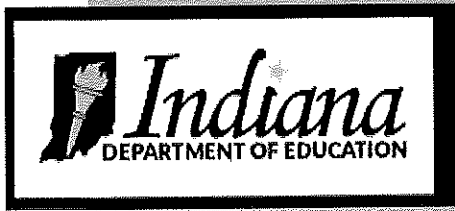
# 21<sup>ST</sup> CCLC

- *Exit surveys after each parent workshop.* The content of parent workshops will be based on feedback from parents, teachers, and school administrators to serve identified areas of need, beginning with e-learning, and will provide instruction on tools families can use to support their child academically, socially, and emotionally. Exit surveys will address knowledge increases and behavioral changes regarding intent to use the tools provided.
- *Exit surveys after each town hall.* Town halls will showcase the club’s work with program participants regarding academic growth and social/emotional development. They will also highlight the connection between schools, the club, and families to promote a collaborative approach to supporting student education and development with practical guidance on how families can participate in that collaboration.
- *Parent survey* collected every spring to solicit feedback about the program, and to gauge the effectiveness of parent programming and outreach.

BGCS will request academic and behavioral data, including grades, academic assessment scores, and school attendance from the schools as it becomes available at the end of each semester. The center will provide the schools with education record release forms signed by the students’ parents. Grades and attendance will be collected from school administrators, while required teacher surveys will be completed by teachers annually beginning in March. Surveys will be distributed via the Cayen system, with manual follow-up as needed to clear technical hurdles and ensure completion. The school administrators will work with BGCS and Praxis to ensure teachers complete the required surveys in a timely manner.

Praxis will maintain consistent communication with BGCS and will provide technical assistance with both data collection and data management. This close collaboration and regular feedback will allow BGCS to address evaluation progress and next steps on an on-going basis and support continual program improvement. The following table outlines the evaluation instruments to be used. All surveys and other instruments for youth and families will be produced in English and Spanish to ensure the evaluation is inclusive of all participants.

Data collection instruments			
Type of Data to be Collected	Related Evaluation Component	When Collected	Source
Program attendance	Participation	Fall and Spring	Program records
School grades	Academic improvement	Fall and Spring	School records
Local assessment (STAR reading and math)	Academic improvement	Fall and Spring	School records
Teacher survey	Academic improvement, Behavior	Spring	State-provided Teacher survey
Workshop and Town Hall exit surveys	Family involvement	End of each session	Praxis-provided survey
Parent survey	Family involvement	Spring	Praxis-provided survey



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Small Parts test data	Social/Behavioral Outcomes	Beginning and end of each session	Small Parts pre/post test
Smart girls test data	Social/Behavioral Outcomes	Beginning and end of each session	Smart girls pre/post-test
Passport to Manhood test data	Social/Behavioral Outcomes	Beginning and end of each session	Passport to Manhood pre/post-test
Positive Action test data	Social/Behavioral Outcomes	Beginning and end of each session	Positive Action pre/post-test
Site observation	Program Quality	Fall and Spring	Praxis-provided site observation protocol
IN-QPSA results	Program Quality	Spring	IN-QPSA

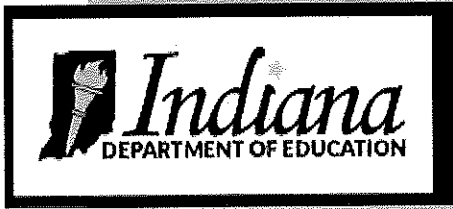
All Praxis-provided tools are updated regularly and align with the Indiana Afterschool Standards so data collected will inform both the annual evaluation as well as the IN-QPSA process. The IN-QPSA team will include key staff, participants, parents, program partners including a Praxis evaluator, and school officials.

Praxis will also conduct a mid-year data assessment to gauge the 21st CCLC’s ability to regularly collect and enter data from the programming and school. A summary of this assessment along with progress on outcomes will be reported back to the 21st CCLC shortly after the spring semester begins. The mid-year assessment will give the center an update on the progress toward program attendance and outcome goals to augment BGCS’s internal ongoing assessments.

Formative and summative data will be used to: assess progress on meeting required performance measures; assess efficacy of the program and effectiveness of project staff at meeting participant needs; garner feedback about program successes and challenges, assess program efficiency and efficacy; and collect feedback to inform improvement of the program. Quantitative and qualitative findings will be compared to check for alignment, thereby providing support of results or indicating a need for further inquiry.

The process component of the evaluations will be utilized to improve program processes and to gauge the extent to which the 21st CCLC program: *1- aligns with school improvement plans, 2- is academically substantive, 3-assists parents to become engaged in their students' academics, college/career preparation, academic performance, and social development, 4-a highly professional operation driven by staff development, 5-achieves its self-articulated goals and objectives, and 6-utilizes effective policies & procedures to deliver service to students & parents.*

Praxis will incorporate the federal data collection requirements into the evaluation and will perform longitudinal analyses of academic data for years 2, 3, and 4 as data are available for students who attend the program multiple years. Year-over-year changes in whole-group student performance will be incorporated in each annual report to show developing trends.



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BGCS will use the annual evaluation results, ongoing feedback from Praxis, and the results of its own ongoing self-assessments to improve its program and adjust processes for maximum program efficiency and effectiveness. Careful attention to evaluation results will demonstrate accountability, as well as build a case for sustainability.

Results of the external evaluation will be combined with BGCS's internal quality assessments through the BGCA, including the results of the National Youth Outcome Initiative and formative feedback from staff, families, and participants.

Disseminating evaluation results:

Evaluation results will be shared between Seymour Community School Corporation and BGCS. Results and program progress will be shared during the Principal and Program Director meetings, occurring monthly, at each school. BGCS Executive Director will share program impact at the final board meeting of the school year. And will present to community stakeholders and to Advisory Council members at scheduled quarterly meetings.

## 2. Local Evaluator:

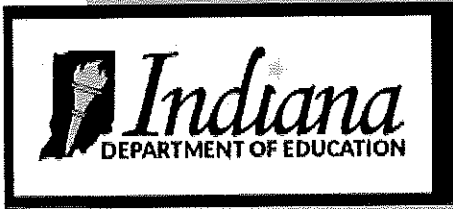
BGCS has selected Praxis Strategies and Solutions (Praxis) to serve as the external evaluator. Praxis is a research and consulting firm serving clients throughout Indiana. Each Praxis consultant holds a master's degree and has at least 5 years' experience evaluating programs in education, mental health, substance abuse prevention, and youth service. Praxis also employs additional support staff to provide data management and technical assistance to ensure the club meets its data reporting requirements in a timely manner. Praxis began working with 21st CCLCs when the Indiana Youth Institute completed the first two rounds of statewide evaluations. Since then, it has conducted numerous local evaluations, including nine currently, and served as the statewide evaluator for the 21st CCLC program during the 2016-17 school year. In addition to 21st CCLCs, Praxis has long-standing relationships with many non-profit organizations and government agencies. It serves as the statewide evaluator for LEAD, an alcohol, tobacco and other drug prevention program through Geminus Corporation. It has also completed statewide evaluations of the 1003(g) and 1003(a) School Improvement Grants through the Indiana Department of Education, and the Indiana College Success Mentoring Program of the Indiana Commission for Higher Education.

## 3. Strategies of Measurement:

Attendance goals:

The details of this proposal were developed in close consultation with school administrators to ensure alignment between school and club activities, and a good fit between school needs and the club's capacity and competencies. Attention was paid to the number of students who fit the recruiting goals of the program, logistics/transportation, and the capacity of the BGCS.





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Attendance goals are based on this consultation with school administrators, and on the BGCSs previous experience serving the Seymour community.

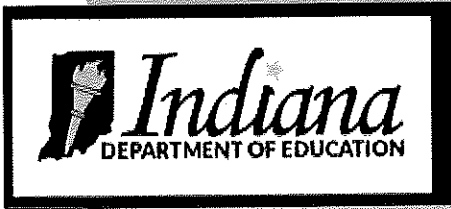
### Academic goals:

The proposed performance measures align with program activities and school practices to provide data-driven outcomes that reflect the impact of the program's activities on participants' academic performance. Given the program's emphasis on social and emotional learning, the data collected is intended to capture a broad spectrum of factors that influence a student's academic career, and their ability to achieve a fulfilling life more generally. Targets for all academic goals were set based on whole-school achievement on standardized reading and math assessments at each feeder school. Growth measures were based on the lowest performing 25% of students at each school as this is the target population for recruitment into the program. Targets were set in consultation with teachers at the schools to ensure performance goals are ambitious, but realistic.

Grades are a composite measure of skill mastery, behavior, and compliance with in-class procedures, and so serve as a broad measure of program impact. The grade-based performance measures are designed on a "do well, or do better" model, meaning they are intended to capture both those who are consistently performing at a level typical for their grade, or are at least improving. Elementary grades in Seymour Community Schools are standard A-F grades, with no plusses or minuses, based on percentile scores. Since there are no plusses or minuses, an improvement in grade requires up to a 10% increase in the underlying percentage score. The grade-based performance measures assess the number of students who either maintain a B average throughout the school year (83% or higher), or improve the underlying percentage score by at least 4%, the equivalent of a "half-grade" improvement, e.g., from a C to a C+.

The iReady math and NWEA reading assessments are skill based, and aligned with the Indiana Academic Standards, and so they serve as a more precise measure of academic growth. This is particularly important for students who are already behind grade level, as it can indicate the program's impact on the rate at which these students are able to close the gap with their peers, which is unlikely to be reflected in their grades.

iReady sets a Typical Annual Growth goal for each student that represents the academic growth a typical student achieves in one school year. In addition, students are also assigned a Stretch Growth goal that indicates the amount of growth the student must achieve to catch up to their grade-level peers. For students who are behind, progress toward the Stretch goal will also be factored into the analysis. NWEA accomplishes the same with scaled scores relative to normative benchmarks, so for a student who is behind, an increase in score relative to these benchmarks indicates the extent to which they have closed the gap. The performance measures based on these assessments are designed on the same "do well, or do better" model, and assesses the number of students who score at or above grade-level, or close the gap if they are behind.



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In addition, results from the annual teacher survey and NYOI data will augment the formal academic performance measures. Together with the social/behavioral performance measures, these will gauge the program's impact on participants' academic habits, prosocial behaviors, and social/emotional development to address non-academic factors that can affect student performance and impede learning.

### **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

#### **Transportation To and From**

The 21<sup>st</sup> CCLC program will take place at Boys & Girls Club of Seymour's Clubhouse. At the end of each school day, program participants will be transported on the school bus to the 21<sup>st</sup> CCLC location, they will scan into the program with their membership card. At the conclusion of the program each day, students will scan out of the program and be released to parents or transported via Club van. Real-time attendance is maintained through the membership database system.

#### **Needs of Working Families**

Program hours are scheduled with working families in mind. Ending at 7pm, program parents are able to complete their workday and arrive for in person pickup. For students with transportation challenges, a Club van will transport the students with prior parent permission.

#### **On-site Safety**

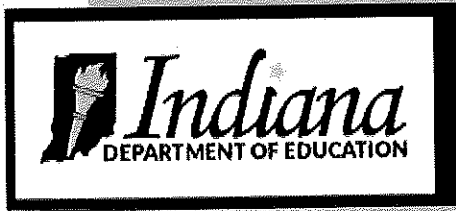
Upon registering for the program, parents complete a release form, identify authorized persons for pickup, emergency contacts, and what means of transportation for dismissal will be needed. Students will be released for in-person dismissal with a parent/guardian presenting at the front counter. Students will be transported from the program when prearranged.

#### **Hiring Practices**

Potential staff are asked to submit a formal resume and complete application. Upon review the most qualified candidates will advance to the background check portion of the application process. Staff receive a set of up-to-date, written safety policies and procedures reviewed by BGCS law counsel and Board of Directors. Safety items addressed include: Standard of Employee Conduct, Staff Code of Ethics, Transportation Policy, and Member Safety.

#### **Background Checks**

Each staff and volunteers must complete required background checks and safe driver verifications. Each staff must also complete an FBI fingerprint background check and will be crossed check with the National Sex Offender Registry. All records are kept in individual employee files and secured in their Boys & Girls Club of Seymour's administration office.



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### **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

The partnership between two strong youth serving entities, Seymour Community School Corporations and Boys & Girls Club of Seymour draws confidence from local leadership and potential future financial supporters. BGCS has been serving youth in Seymour since 1947. The long-standing successful collaboration between SCSC and BGCS also alleviates concerns of stability associated with the creation of new programs.

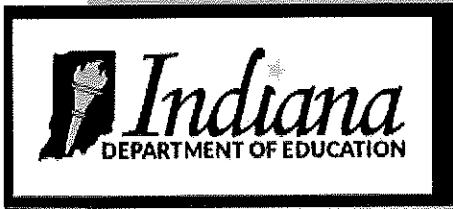
BGCS will examine other forms of financial resources as well as in-kind support to further the 21<sup>st</sup> CCLC program in Seymour. Our main focus will be to increase the support from local businesses and various foundations. Targeting funders who have a strong desire to support youth in academics as well as increasing overall social and emotional health will be our key strategy to secure additional funding after year one.

In the first year of the 21<sup>st</sup> CCLC, program leadership will focus on developing a sustainability plan for the program, and building the capacity and infrastructure of the program to support growth and long-term success. This work will be the responsibility of BGCS staff and of the 21<sup>st</sup> CCLC Advisory Council. Members of the Advisory Council will be a powerful resource in identifying a wide variety of potential funding streams. BGCS Executive Director Ryon Wheeler will coach Advisory Council members on best practices in Resource Development/Sustainability to equip council members as community ambassadors for the 21<sup>st</sup> CCLC program. Advisory Council members will share the goals and objectives of the 21<sup>st</sup> CCLC program with community leaders and the positive impact on Seymour for the purpose of raising awareness of the program in the community and identifying local supporters and funders.

Year one:

- Advisory Council meets quarterly in 2021-2022. Resource Development/Sustainability is a priority for the Council.
- Establish 3 partnerships for future in-kind support and begin establishing rapport.
- Contact Dan Robison at the Seymour Chamber of Commerce to determine alignment of missions between businesses and 21<sup>st</sup> CCLC program goals.

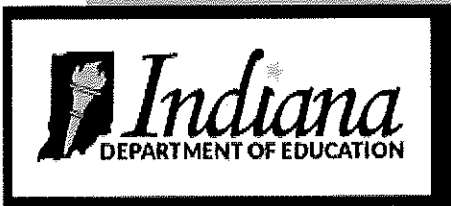
After Year One of the program, the Advisory Council will share assessment data from the 21<sup>st</sup> CCLC program to showcase successes and progress to increase support from individual donors, foundations, and local businesses. The data will be a huge asset when the Advisory Council begins to pursue grants from Jackson County Community Foundation, Children's Bureau Inc., and other youth focused foundations. In addition, BGCS will seek to enter the 21<sup>st</sup> CCLC program in the Jackson County United Way funding cycle. 21<sup>st</sup> CCLC program leadership will present to local civic groups to broaden the funding stream.



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The strength of a fully functioning BGCS Board of Directors, including a Resource Development Committee, is placed behind all programs/goals of BGCS determined vital to the welfare of youth, such as the 21<sup>st</sup> CCLC program. The Resource Development and Financial Committee will consider adding a special event to offset cost associated with the 21<sup>st</sup> CCLC or reallocating revenue in future BGCS budgets to support the program.

We anticipate that we will see a reduction in overhead and supply costs associated with launching a 21<sup>st</sup> CCLC from the ground up. The projected increase in in-kind donations and repurposed supplies will lessen expenses. In similar fashion, as professional development and curriculum education are made a priority, lead program staff will be well versed to train additional staff without the cost associated with external experts and consultants.



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## APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>