



21ST CCLC

NAME OF LEA OR ORGANIZATION	JOHN H BONER COMMUNITY CENTER; DBA JOHN BONER NEIGHBORHOOD CENTERS
ADDRESS	2236 EAST 10TH STREET INDIANAPOLIS, IN 46201
COUNTY	MARION
NAME OF CONTACT PERSON	BRITTANY KRONMILLER
TITLE	DIRECTOR OF INDYEAST ACHIEVEMENT ZONE
PHONE NUMBER	317-633-8210
EMAIL	GRANTS@JBNCENTERS.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	JAMES TAYLOR
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	JTAYLOR@JBNCENTERS.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
H. L. HARSHMAN MIDDLE SCHOOL SCHOOL #5601 INDIANAPOLIS PUBLIC SCHOOLS (5385)	75.7%	F	40	7TH-8TH



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
H. L. HARSHMAN MIDDLE SCHOOL	1501 EAST 10TH STREET	INDIANAPOLIS/MARION
BONER FITNESS & LEARNING CENTER	727 NORTH ORIENTAL AVENUE	INDIANAPOLIS/MARION

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	MIDDLE SCHOOL (7TH-8TH GRADES)
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTERSCHOOL & SUMMER
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	YES – SUMMER PROGRAM FEES ONLY; FULL AND PARTIAL SCHOLARSHIPS AVAILABLE



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

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;



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- 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;
- 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



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schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See

http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

John Boner Neighborhood Centers

Applicant Name (LEA or Organization)

A handwritten signature in blue ink, appearing to be "John Boner", written over a horizontal line.

Authorized Signature

8/12/2020

Date



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APPENDIX 1 – MEMORANDUM OF UNDERSTANDING

- I. Harshman Middle School
- II. Indianapolis Public School District
- III. Limelight Analytics
- IV. Boner Fitness and Learning Center
- V. Indiana State Museum
- VI. Patachou Foundation
- VII. Indiana University-Purdue University Indianapolis
- VIII. United Way of Central Indiana
- IX. IndyEast Achievement Zone

Memorandum of Agreement

This memorandum represents an agreement and the mutual understandings between the John Boner Neighborhood Centers (JBNC) and H.L. Harshman Middle School for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School.

Purpose and Scope:

JBNC proposes to provide afterschool programming to youth in 7th-8th grades at H.L. Harshman Middle school beginning in July 2021. Since 2003, JBNC has been providing 21st CCLC programming, and for over 25 years, has sustained a strong partnership with Indianapolis Public Schools. JBNC and Harshman will collaborate to provide comprehensive afterschool and summer programming to middle school students.

Additionally, since 2003, JBNC and IPS School District have collaboratively developed and maintained a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at five afterschool sites identified as priority schools by the Indiana Department of Education. The execution of this Agreement will provide the necessary guidance and support from H.L. Harshman Middle School for the EDGE Program to continue to meet the critical afterschool needs of youth on the Near Eastside of Indianapolis.

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide fiscal management for 21st CCLC funds and maintain an inventory of all supplies used for programming.
2. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
3. JBNC will provide transportation for youth participating in EDGE afterschool programs for program activities, as well as to and from educational field trips related to the program.
4. JBNC will be responsible for hiring, training, and continued professional development of staff for the 21st CCLC afternoon program. JBNC will also complete a background check on each employee.
5. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information from each parent or guardian at the time of enrollment into the program.
6. JBNC will communicate with school day teachers and other school staff to report on programming updates or changes, participant academic and behavioral progress or challenges, as well as efforts to more effectively align programming with the school day. Specific areas of communication include:
 - a. Monthly newsletter to school staff
 - b. Attendance at staff meetings, curriculum planning meetings, and individual student meetings on a case-by-case basis
 - c. Homework or behavior logs when needed with individual students
 - d. Attendance at community meetings at the school
7. JBNC will collect and analyze student classroom grades, credits earned, graduation status, school day attendance, and discipline information from IPS Central Office and/or from the target school.
8. JBNC will support and incorporate goals included in the IPS District and Harshman's School Improvement Plan as applicable.
9. JBNC will ensure that a majority of programming every day is dedicated to academic activities that incorporate rigorous content, researched-based methods, and are aligned with the Indiana Department of Education Standards.

10. JBNC will participate in yearly program evaluations from Limelight Analytics, as well as self-assessments through the Indiana Quality Program Self-Assessment through the Indiana Afterschool Network.
11. JBNC will distribute yearly surveys to teachers, school staff, student participants, and parents in an effort to more accurately assess student progress and feedback regarding the program.
12. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through 21st CCLC site.

H.L. Harshman Middle School agrees to the following:

1. Harshman will provide classroom and other necessary space that meet program needs on a regular basis.
 - a. Space conducive to academic learning for homework help
 - b. Safe, adequate, and appropriate space for all activities, including snack and meal services
 - c. JBNC will be notified in advance when regular spaces will not be available
2. Harshman will provide appropriate equipment within the space when applicable (e.g. chairs and desks).
3. Harshman will support use and facilitation of JBNC as an approved IPS Foodservice provider.
4. Harshman will support the collaboration between IPS Central Office; however, Harshman school staff and teachers will assist in obtaining data not found through IPS Central Office.
5. Harshman staff will include JBNC staff in curriculum planning meetings, staff and community meetings, and individual student meetings on a case-by-case basis.
6. Harshman teachers will assist in communicating student needs with JBNC staff including:
 - a. Completing homework or behavior logs
 - b. Sharing information about individual student academic or behavior needs
 - c. Assisting in alignment between school day learning and afterschool activities
7. Harshman teachers will assist in identifying students in need and distributing 21st CCLC program materials.
 - a. Enrollment in the program is based on student and parent choice. EDGE Program staff will attend school events and distribute marketing materials to families. Available openings will be filled on a first come, first serve basis. Requests for an opening on student need, as identified by Harshman staff, will be given priority.
8. Harshman staff will provide continuous feedback and participate in program evaluations when appropriate.

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice to the other party. Such notification will state the effective date of termination or cancellation and include any final performance and/or payment instructions.

Effective Date and Signature

This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8/12/2020

Date



Amy Moore, Assistant Principal
Harshman Middle School

8.12.2020

Date

Memorandum of Agreement

This memorandum represents an agreement and the mutual understandings between the John Boner Neighborhood Centers (JBNC) and the **Indianapolis Public School District** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School.

Purpose and Scope:

JBNC proposes to provide afterschool programming to youth in 7th-8th grades at H.L. Harshman Middle school beginning in July 2021. Since 2003, JBNC has been providing 21st CCLC programming, and for over 25 years, has sustained a strong partnership with Indianapolis Public Schools. JBNC, the IPS District and Harshman will collaborate to provide comprehensive afterschool and summer programming to middle school students.

Additionally, since 2003, JBNC and IPS School District have collaboratively developed and maintained a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at five afterschool sites identified as priority schools by the Indiana Department of Education. The execution of this Agreement will provide the necessary guidance and support from the IPS School District for the EDGE Program to continue to meet the critical afterschool needs of youth on the Near Eastside of Indianapolis.

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with target schools, the IPS District, and other community-based organizations.
2. JBNC will provide transportation for youth participating in 21st CCLC afterschool programs for afterschool and summer program activities, as well as to and from educational field trips related to the program.
3. JBNC will be responsible for hiring, training, and continued professional development of staff for the 21st CCLC afternoon program. JBNC will complete the required background check on each employee before working with youth.
4. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information form approved by the Indiana Department of Education from each parent or guardian at the time of enrollment into the program.
5. JBNC will communicate with each program site's school day teachers and other school staff to report on programming updates or changes, participant academic and behavioral progress or challenges, as well as effectively align programming with the school day. Specific areas of communication include:
 - a. Monthly newsletter to school staff
 - b. Attendance at staff meetings, curriculum planning meetings, and individual student meetings on a case-by-case basis
 - c. Homework or behavior logs when needed with individual students
 - d. Attendance at community meetings at each school and at the district level
6. JBNC will collect and analyze student classroom grades, school assessment data, school day attendance, and discipline information from IPS Central Office and/or school program site.
7. JBNC will support and incorporate goals included in the IPS District and Harshman's School Improvement Plan.
8. JBNC will ensure that a majority of programming every day is dedicated to academic activities that incorporate rigorous content, researched-based methods, and are aligned with the Indiana Academic Standards.
9. JBNC will participate in yearly program evaluations from Limelight Analytics, as well as self-assessments through the Indiana Quality Program Self-Assessment through the Indiana Afterschool Network.
10. JBNC will distribute yearly surveys to teachers, school staff, student participants, and parents in an effort to more accurately assess student progress and feedback regarding the program.

- a. Annual evaluation results, site visit reports, and survey information will be shared with each school's administrators and staff to collaboratively develop a plan to address areas of improvement.
11. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through 21st CCLC site.
12. JBNC will provide fiscal management for 21st CCLC funds and maintain an inventory of all supplies used for programming.
13. JBNC will enter all agreements useful and necessary to govern the partnership with respect to insurance, indemnification, background checks and any other standard terms IPS deems required to host at 21st CCLC in an IPS building.

The Indianapolis Public School District agrees to the following:

1. Harshman will provide classroom and other necessary space, including appropriate equipment (e.g. desks and chairs), that meet program needs on a regular basis.
 - a. Space conducive to academic learning
 - b. Safe, adequate, and appropriate space for all activities, including snack service
 - c. JBNC will be notified in advance when regular spaces will not be available
2. IPS District will support use and facilitation of JBNC as an approved IPS Foodservice provider.
3. IPS District will support the collaboration between IPS Central Office for data collection; however, Harshman school staff and teachers will assist in obtaining data not found through IPS Central Office.
4. IPS District will encourage the inclusion of JBNC staff in curriculum planning meetings, staff and community meetings, and individual student meetings when applicable.
5. IPS District will encourage Harshman teachers to assist in communicating student needs with JBNC staff including:
 - a. Completing homework or behavior logs
 - b. Sharing information about individual student academic or behavior needs
 - c. Assisting in alignment between school day learning and afterschool activities
6. IPS District will encourage Harshman staff to assist in identifying students in need and distributing 21st CCLC program materials.
 - a. Enrollment in the program is based on student and parent choice. Program staff will attend back to school events and distribute marketing materials to families. Available openings will be filled on a first come, first serve basis. Requests for an opening on student need, as identified by school staff, will be given priority.
7. IPS District and Harshman staff will provide feedback and participate in program evaluations as appropriate.

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice. Such notification will state the effective date of termination or cancellation and include any final performance and/or payment instructions.

Effective Date and Signature

This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers
8.12.20

Date



Aleesia Johnson, IPS Superintendent
Indianapolis Public Schools
8.12.20

Date

Memorandum of Agreement

This memorandum represents an agreement and understandings of **Limelight Analytics** and the John Boner Neighborhood Centers (JBNC) for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School.

Purpose and Scope:

JBNC proposes to provide afterschool and summer programming to youth in 7th-8th grades at H.L. Harshman Middle school beginning in July 2021. Since 2003, JBNC has been providing 21st CCLC programming, and for over 25 years, has sustained a strong partnership with Indianapolis Public Schools. JBNC and Harshman will collaborate to provide comprehensive afterschool programming to middle school students. JBNC will be responsible for all responsibilities related to program evaluation.

Additionally, since 2003, JBNC and IPS School District have collaboratively developed and maintained a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at Harshman Middle School. Since 2010, Mindy Hightower King, owner of Limelight Analytics, has provided evaluation services for the JBNC 21st CCLC programs through the collection of participant and survey data, program site visits, and analysis of all data for JBNC. The execution of this Agreement will provide the necessary guidance and support from Limelight Analytics for the 21st CCLC Program to continue to meet the critical out-of-school time needs of youth on the Near Eastside of Indianapolis and continually improve the effectiveness of programming.

Role and Responsibilities

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
2. JBNC will provide transportation for youth participating in 21st CCLC afterschool and summer programs for program activities, as well as to and from educational field trips related to the program.
3. JBNC will be responsible for hiring, training, and continued professional development of staff for the 21st CCLC programs. JBNC will also complete a background check on each employee.
4. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information from each parent or guardian at the time of enrollment into the program.
5. JBNC will communicate with school day teachers and other school staff to report on programming updates or changes, participant academic and behavioral progress or challenges, as well as in efforts to more effectively align programming with the school day. Specific areas of communication include:
 - a. Monthly newsletter to school staff
 - b. Attendance at staff meetings, curriculum planning meetings, and individual student meetings on a case-by-case basis
 - c. Homework or behavior logs when needed with individual students
 - d. Attendance at community meetings at the school
6. JBNC will collect and analyze student classroom grades, credits earned, graduation status, school day attendance, and discipline information from IPS Central Office and individual school sites.
7. JBNC will support and incorporate goals included in the IPS District and School Improvement Plan as applicable.

8. JBNC will ensure that a majority of daily programming is dedicated to academic activities that incorporate rigorous content, research-based methods, and are aligned with the Indiana Academic Standards.
9. JBNC will participate in yearly program evaluations from Limelight Analytics, as well as self-assessments through the Indiana Quality Program Self-Assessment through the Indiana Afterschool Network.
10. JBNC will distribute yearly surveys to teachers, school staff, student participants, and parents in an effort to more accurately assess student progress and feedback regarding the program.
11. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through 21st CCLC.

Limelight Analytics agrees to the following:

1. Limelight Analytics will develop an evaluation manual which outlines all data collection and submission deadlines, including methods of reporting and parties responsible for collection.
2. Limelight Analytics will maintain the collaboration between IPS Central Office to continue access to student level data for all participants.
3. Limelight Analytics will provide guidance in the implementation of the self-evaluation tool, Indiana Quality Program Self-assessment (IN-QPSA), and assist with the development and monitoring of the action plan based on results.
4. Limelight Analytics will develop surveys for student participants, parents, and teachers to assess perception of program and success gained through participation.
5. Limelight Analytics will develop an end-of-the-year data collection tool for all program specific data and information not available through IPS.
6. Limelight Analytics will prepare and submit a yearly report describing attendance trends, progress toward performance measures including academic progress, social/behavioral data, family engagement outcomes, stakeholder survey analysis, and overall program strengths and areas of improvement.
 - a. At the end of the program's fourth year, Limelight Analytics will prepare and submit a "final report," which includes aggregated data across all four years of the grant.
7. Limelight Analytics will present evaluation reports to JBNC program staff and community stakeholders.
 - a. Limelight Analytics will facilitate work-sessions that involve brainstorming strategies for program improvement in areas identified through the evaluation.

Fiscal Responsibilities

1. JBNC will provide fiscal management for 21st CCLC funds and maintain an inventory of all supplies.
2. JBNC will provide payment to Limelight Analytics in accordance with agreed upon costs for evaluation services.

Modifications and Termination:

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice to the other party. Such notification will state the effective date of termination or cancellation and include any final performance and/or payment instructions.

Effective Date and Signature

This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8-6-2020

Date



Mindy Hightower King, Ph. D., President
Limelight Analytics

8.5.20

Date

Memorandum of Agreement

This memorandum represents an agreement and understandings of the **Boner Fitness and Learning Center (BFLC) at the Chase Legacy Building** and the John Boner Neighborhood Centers (JBNC) for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School.

Purpose and Scope:

JBNC proposes to provide afterschool programming to youth in 7th-8th grades at H.L. Harshman Middle school beginning in July 2021. Since 2003, JBNC has been providing 21st CCLC programming, and for over 25 years, has sustained a strong partnership with Indianapolis Public Schools. JBNC and Harshman will collaborate to provide comprehensive afterschool programming to middle school students.

Opened in February 2012, BFLC is owned, managed, funded, and operated by JBNC to provide programming to the Near Eastside community. JBNC's mission, and thus the BFLC's, is to inspire neighbors and partners to improve the quality of life on the Near Eastside of Indianapolis by providing tools for change and growth. This \$11.3 million dollar facility provides youth participating in the 21st CCLC program with a spectacular, state-of-the-art educational facility that has dramatically improved the quality of space available to JBNC to serve youth and children. In addition, as a result of the BFLC facility, JBNC has established partnerships with fourteen (14) different non-profit organizations that now provide services and classes at the BFLC for 21st CCLC and community youth and adults. These program partners provide 190 hours per week of programming to the community. The execution of this agreement documents the commitment to make available these resource contained at the BFLC for the benefit of 21st CCLC program participants and their families.

John Boner Neighborhood Centers commits to the following Boner Fitness and Learning Center resources:

1. Through existing agreements with program partners, BFLC will coordinate and make available the following programming for youth participating in the 21st CCLC program:
 - i. **Indianapolis Arts Center:** Fine arts programming and classes to encourage curiosity, problem solving, independence, and self-confidence in children.
 - ii. **Purdue Extension Marion County:** Eating healthy and nutrition classes to encourage healthier food choices and an increase in knowledge of the importance of a nutritious diet.
 - iii. **Girls, Inc. of Greater Indianapolis:** Social skills and character development programs to teach girls how to build healthy, strong relationships, and to promote a bold, positive sense of self.
 - iv. **Growing Places, Inc.:** "Seed to Plate" classes focusing on growing food, gardening, harvesting, preparing, and cooking foods, which teach children the cycle of food, responsibility, biology, cooking, and agriculture.
 - v. **IUPUI School of Health and Human Services:** Educational, recreational, and fitness programs to improve health knowledge and increase physical activity levels of children.

2. BFLC will provide the following spaces and equipment within the building for 21st CCLC program staff to conduct educational activities for up to 310 hours per year:
 - i. Two instructional classrooms
 - ii. Fine Arts Studio/classroom
 - iii. Educational Kitchen including appliances that mimic a home kitchen
 - iv. Multi-Media Recording Studio including recording booths, videography area, music, and digital editing room
 - v. 1,000 square foot greenhouse and outdoor raised garden beds
 - vi. Mobile computer lab, Promethean Smart board, iPads, and other technology equipment
 - vii. Full size gymnasium including indoor sports equipment (volleyball, soccer, basketball, kickball, etc.)
 - viii. Access to a NFL quality, state-of-the-art football field and 400 meter track for recreation and sports programs

3. The staff of BFLC will supplement 21st CCLC staff in the provision of on-site afterschool programs.

Effective Date and Signature

This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers
Boner Fitness and Learning Center

8/11/2020

Date



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers
Boner Fitness and Learning Center

8/11/2020

Date



Memorandum of Agreement

This memorandum represents an agreement and mutual understandings between the John Boner Neighborhood Centers (JBNC) and **Indiana State Museum** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School (HMS). JBNC has developed a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at H.L. Harshman Middle School in need of supplemental educational and enrichment services.

Purpose and Scope:

Over the years, Bethany Thomas has partnered with JBNC and played an active role in the EDGE Afterschool and Summer Programs in her previous and current employment. As Vice President of Programs and Education Engagement at the Indiana State Museum (ISM), this partnership between herself and JBNC will help students achieve success. ISM has supported the STEM education objectives of the EDGE program by providing hands-on, interactive lessons for all grade levels since 2018 which include on-site activity facilitation, as well as educational trips to ISM. The memorandum of agreement documents the responsibilities of each party and the benefits that are available from this partnership, which supports the success of the EDGE Program in meeting the critical learning needs of children and youth on the Near Eastside.

Responsibilities and Roles

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
2. JBNC will coordinate educational activities with the Indiana State Museum that will benefit HMS youth served by 21st CCLC including those in the afterschool and summer programs.
3. JBNC will provide transportation for youth participating in EDGE afterschool and summer programs for ISM activities, as well as to and from educational field trips related to the program.
4. JBNC will be responsible for hiring, training, and continued professional development of staff for the EDGE program. JBNC will also complete the required background checks on each employee.
5. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information from each parent or guardian at the time of enrollment into the program.
6. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through the 21st CCLC site.
7. JBNC will coordinate appropriate use of classroom or other necessary space that meet ISM program needs.
8. JBNC will share annual evaluation results, site visit reports, and survey information with Indiana State Museum staff to collaboratively develop a plan to address areas of improvement.



Indiana State Museum agrees to the following:

1. Indiana State Museum will provide supervised, safe, and educational STEM activities in partnership with JBNC based on availability and student need, but at a minimum of one cohort of youth per program year.
2. Indiana State Museum will provide quality and competent staffing to deliver STEM focused programming designed for creative thinking, problem solving, and hands-on educational experiences.
3. Indiana State Museum will provide all required materials, supplies, and equipment for activities.
4. Indiana State Museum will utilize recognized, research-based practices that have proven effectiveness in increasing academic achievement in the field of STEM.
5. Indiana State Museum will share appropriate student data, including pre/post-tests and other assessments that measure student learning and demonstrates effectiveness of programming.
6. Indiana State Museum staff will provide continuous feedback and participate in program evaluations when appropriate.

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice to the other party. Such notification will state the effective date of termination or cancellation and include any final performance and/or payment instructions.

Effective Date and Signature

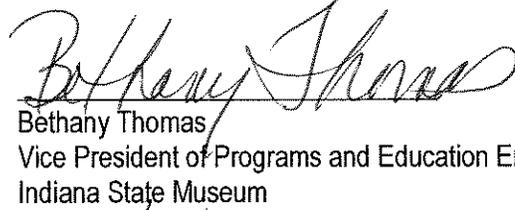
This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



 James Taylor
 Chief Executive Officer
 John Boner Neighborhood Centers

8/10/2020

 Date



 Bethany Thomas
 Vice President of Programs and Education Engagement
 Indiana State Museum

8/16/20

 Date

Memorandum of Agreement

This memorandum represents an agreement and mutual understandings between the John Boner Neighborhood Centers (JBNC) and **The Patachou Foundation** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School. JBNC has developed a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at H.L. Harshman Middle School in need of supplemental educational and enrichment services.

Purpose and Scope:

In 2013-2014, The Patachou Foundation began its partnerships with the Boner Fitness and Learning Center, providing healthy meals for EDGE participants. This partnership grew to serve five EDGE afterschool sites, as well as educational programs focused on wellness and making healthy choices. Youth are introduced to several new foods and are able to build relationships with the weekly volunteers. This memorandum of agreement documents the responsibilities of each party and the benefits that are available from this partnership, which supports the success of the 21st CCLC Program in meeting critical learning and creative needs of children and youth on the Near Eastside.

Responsibilities and Roles

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
2. JBNC will coordinate with The Patachou Foundation activities and services that will benefit children served by the 21st CCLC including those in the afterschool program.
3. JBNC will provide transportation for youth participating in EDGE afterschool and summer program activities, as well as to and from educational field trips related to the program.
4. JBNC will be responsible for hiring, training, and continued professional development of staff for the 21st CCLC program. JBNC will also complete the required background check on each employee.
5. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information from each parent or guardian at the time of enrollment into the program.
6. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through 21st CCLC site.

The Patachou Foundation agrees to the following:

1. The Patachou Foundation will provide healthy, nutritious meals to nourish bodies and increase students' awareness about the food they eat, in partnership with JBNC, when programming is in session in accordance with an agreed upon schedule.
2. The Patachou Foundation will provide qualified and competent staffing and volunteers to serve meals and provide wellness education sessions.

3. The Patachou Foundation will provide all required materials, supplies, and equipment for hands-on education and wellness activities.
4. The Patachou Foundation will utilize recognized, research-based education and nutritious meals based on USDA health standards.

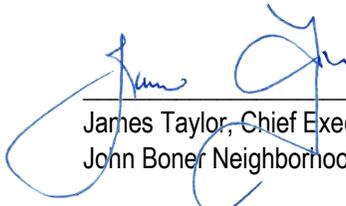
Modifications and Termination

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice to the other party. Such notification will state the effective date of termination or cancellation and include any final performance and/or payment instructions.

Effective Date and Signature

This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8/10/2020

Date



Matthew Feltrop, Executive Director
The Patachou Foundation

August 9, 2020

Date

Memorandum of Agreement

This memorandum represents an agreement and mutual understandings between the John Boner Neighborhood Centers (JBNC) and **Indiana University-Purdue University of Indianapolis (IUPUI), School of Health and Human Services** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School. JBNC has developed a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at H.L. Harshman Middle School in need of supplemental educational and enrichment services.

Purpose and Scope:

Effective February, 2012, JBNC and IUPUI School of Health and Human Services, formerly the School of Physical Education and Tourism Management entered into a Fitness Service Agreement which provides for the management and operation of a health and fitness facility located at the Boner Fitness and Learning Center (BFLC) at the Chase Legacy Building, which is owned and operated by JBNC. This partnership provides for a multitude of programs, classes, and health-related services that benefit children and adults on the Near Eastside of Indianapolis. The memorandum of agreement documents the various programs and resources that are available from this partnership, which supports the success of the EDGE Program in meeting the learning and health needs of children and youth on the Near Eastside.

Responsibilities and Roles

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
2. JBNC will coordinate with IUPUI School of Health and Human Services, fitness services, classes and exercise programs that will benefit children served by the 21st CCLC including those in the afterschool and summer programs.
3. JBNC will provide classroom space, office supplies, copying, internet, phone, office furnishings, and other resources to IUPUI School of Health and Human Services staff and students in provision of programming provided to 21st CCLC participants.
4. JBNC will maintain all fitness equipment in working order and complete any needed preventative maintenance needed for the efficient operation of programs provided by IUPUI School of Health and Human Services.
5. JBNC will report any needed non-confidential data to IUPUI School of Health and Human Services necessary for recordkeeping, research, evaluation, or reporting purpose for use by students and faculty.
6. JBNC will serve a minimum of 40 students a minimum of 45 days during each program year and a minimum of 15 family members through the afterschool program.

IUPUI School of Health and Human Services agrees to the following:

1. IUPUI School of Health and Human Services, as part of its educational programs, will provide personnel for the operation of the Fitness Zone, including:
 - a. Supervision of use of the Fitness Zone by members
 - b. Delivery of personal training programs for members
 - c. Delivery of group exercise classes for members
 - d. Program monitoring and periodic programming needs assessment
 - e. Delivery of health fairs and such other health-related programs desired by members of the community and agreed upon by IUPUI School of Health and Human Services

2. IUPUI School of Health and Human Services will provide classroom instruction classes to 21st CCLC students on health, fitness, and wellness to children participating in the 21st CCLC program.
3. IUPUI School of Health and Human Services will lead exercise programs including group exercise classes to improve the activity levels, fitness, and overall health of children participating in the 21st CCLC program.
4. IUPUI School of Health and Human Services will provide Body Mass Indexing (BMI), PACER assessments, and other pre-post testing measurements to track the health and well-being of selected children participating in the 21st CCLC program.
5. IUPUI School of Health and Human Services will provide access to work-study students to work in the 21st CCLC program.
6. IUPUI School of Health and Human Services will provide practicum students and student volunteers from the IUPUI School of Health and Human Services to provide activities to children participating in 21st CCLC program.

Effective Date and Signature

This agreement is effective from June 2021 – July 2025.

Terms of this memorandum include the following:

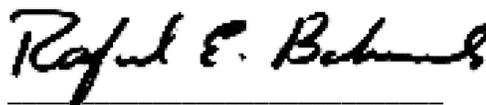
1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice.



James Taylor
Chief Executive Officer
John Boner Neighborhood Centers

8/10/2020

Date



Rafael Bahamonde
Founding Dean and Professor, IUPUI School of Health
and Human Services
Indiana University-Purdue University Indianapolis

8/9/2020

Date

Memorandum of Agreement

This memorandum represents an agreement and mutual understandings between the John Boner Neighborhood Centers (JBNC) and **United Way of Central Indiana (UWCI)** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School. JBNC has developed a safe, academic focused, positive environment to address the out-of-school learning needs of students and families at H.L. Harshman Middle School in need of supplemental educational and enrichment services.

Purpose and Scope:

JBNC is a member agency of UWCI; and in the most recently completed agency evaluation report, received an "exceeded standards" and is considered an "excellent agency." JBNC and UWCI have a long and extensive history of collaborating on efforts to improve educational outcomes for Near Eastside children who attend Indianapolis Public Schools. More recently, UWCI has been an integral partner in shaping and providing leadership in effective implementation of two-generational approaches and practices. This memorandum of agreement documents the various programs, resources, and training that are available from this partnership that supports the success of the 21st CCLC Program in meeting critical learning and creative needs of children and youth on the Near Eastside.

Responsibilities and Roles

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of afterschool programs in partnership with schools and other community-based organizations.
2. JBNC will provide transportation for youth participating in 21st CCLC afterschool programs and summer program activities, as well as to and from educational field trips related to the program.
3. JBNC will report to UWCI on outcomes from programs and services including those of direct benefit to children, youth and families.
4. JBNC will participate in UWCI initiatives that enhance education and academic success for youth, family stability, and other efforts to improve the academic success of youth and whole family quality of life for Near Eastside neighbors.
5. JBNC will be responsible for hiring, training, and continued professional development of staff for the 21st CCLC afterschool and summer programs. JBNC will also complete the required background check on each employee.
6. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year and a minimum of 15 family members through 21st CCLC site.

United Way of Central Indiana agrees to the following:

1. UWCI will continue to provide JBNC unrestricted funding opportunities necessary to support UWCI's community priorities. JBNC, at its discretion, can allocate any amount deemed necessary to support the 21st CCLC afterschool program.

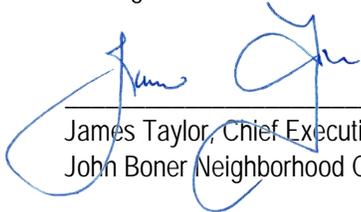
2. UWCI will continue to offer JBNC board and staff the opportunity to participate in the trainings and workshops offered through UWCI's Non-Profit Training Center and peer learning opportunities with other organizations providing two-generational program models.
3. UWCI will continue to offer support and technical assistance in data collection and analysis through use of the Effort to Outcomes data system.

Terms of this memorandum include the following:

1. This agreement may be modified by mutual written consent of both parties;
2. This agreement may be terminated by either party with 30 days written notice.

Effective Date and Signature

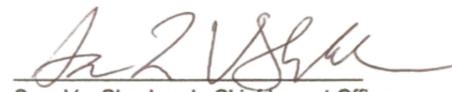
This agreement is effective upon written signature of authorized parties and in force from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8/11/2020

Date



Sara VanSlambrook, Chief Impact Officer
United Way of Central Indiana

8-11-20

Date

Memorandum of Agreement

This memorandum represents an agreement and the mutual understandings between the John Boner Neighborhood Centers (JBNC) and the **IndyEast Achievement Zone (IEAZ)** for support of the **EXCELLENCE, DISCOVERY AND GROWTH THROUGH EDUCATION (EDGE) AFTERSCHOOL PROGRAM**, a 21st Century Community Learning Center site at H.L. Harshman Middle School.

Purpose and Scope:

JBNC proposes to provide afterschool and summer programming to youth in 7th-8th grades at H.L. Harshman Middle school beginning in July 2021. Since 2003, JBNC has been providing 21st CCLC programming, and for over 25 years, has sustained a strong partnership with Indianapolis Public Schools. JBNC and Harshman will collaborate to provide comprehensive afterschool and summer programming to middle school students.

The IEAZ, introduced by JBNC in 2017, represents a two-generation strategy, recognizing the power of supporting both children and their families, who thrive when they are healthy and have access to exceptional educational opportunities for all members, strong economic supports, and deep networks of social capital. The "whole-family" approach ensures services are integrated for children and their families across the educational and developmental domains of Learn Early (Early-Childhood), Learn in School (School-Age), Learn for College and Career (High School and Postsecondary Education through Adulthood), and Learn in Community (Whole-Family). Families are supported by interdepartmental teams from JBNC and community partners who provide assistance and monitor families participating in pipeline services in any of the identified domains. By effectively coordinating the efforts of schools, families, social services, health centers, and community-building programs, all children and families can prosper. All EDGE participants and their families will have the opportunity to access high-quality, evidence based solutions from cradle-to-career. The execution of this agreement documents the commitment to make these services available for the benefit of program participants and their families.

John Boner Neighborhood Centers agrees to the following:

1. JBNC will provide a neighborhood network of cradle-to-career pipeline services in partnership with schools and other community based organizations through the IEAZ. These services include:
 - a. Learn Early – includes solutions to increase the quality and amount of education provided from birth that ensure all youth are academically, socially, and developmentally prepared to enter Kindergarten.
 - b. Learn in School – includes pathways to success with increased participation in learning opportunities and quality out-of-school time, create a college-going culture, and increase academic achievement.
 - c. Learn for College and Career – includes solutions designed to increase graduation rates and the number of graduates obtaining a post-secondary degree, certification, or credential.
 - d. Learn in Community – includes solutions to increase family stability, community safety, and health and wellness, and creates a culture that supports learning for all community members.
2. JBNC will convene and facilitate groups of IEAZ Consortium Partners, Systems Partners, and a Continuum of Solutions Partners. Major partners include: Indianapolis Public Schools, United Way of Central Indiana, Families First of Indiana, City of Indianapolis, EmployIndy, Marion County Promise, Health Net, Indiana Plan for Equal Opportunity, Ivy Tech Community College, Starfish Initiative, Indiana Afterschool Network, Office of Early Childhood and Out-of-School Learning, Indiana Department of Education, and over 20 more.

3. Utilize evidence-based strategies to support the pipeline of services including: individualized student case management; infusion of trauma-informed care knowledge and supports; appropriate staffing supports for implementation; strategic transition of students at key milestones; data-driven decision making; and, engagement of families and neighbors to drive initiative.
4. JBNC will convene and facilitate a data management committee and regularly acquire, analyze, and utilize data to inform decision-making and program implementation. Through established data sharing agreements with IPS and all other pertinent partners, IEAZ will acquire case management data, school data, neighborhood data, and 12-month surveys from community members to ensure that results-based accountability is focused on outcomes.
5. JBNC will provide support services for EDGE adult family members from the JBNC Financial Foundations and Housing programs. Specific services include:
 - a. Crisis and Homelessness Prevention Services: JBNC will provide families with access to a number of federal, state and local resources to help assist families in crisis. These services include case management, eviction prevention, rental assistance, utility assistance, referrals for food, clothing, household furnishings, assistance accessing mental health services and other supports designed to maintain stability in the households. JBNC will also maintain over 75 income-based family homes designed for families with school-age youth to decrease student mobility.
 - b. Financial Education: JBNC will provide families educational workshops designed to improve knowledge on financial matters and increase economic assets. Topics for these workshops include basic financial literacy, budgeting, money management, access to mainstream financial institutions, planning for college, and long-term financial planning.
 - c. Financial Coaching: JBNC will provide one-on-one coaching to families to help them develop their own financial plans. This could include developing and monitoring monthly and yearly budgets; savings plans; credit repair; tracking net-income, net worth and credit scores; and providing individualized financial advice and support.
 - d. Access to Individual and Educational Development Accounts: These specialized savings accounts are matched 3:1 for every dollar a participant saves. These accounts can be used by families for the EDGE student's future college expenses or for that of his/her parents; to purchase a new home or; to start a business or micro-enterprise.
 - e. Workforce Development and Employment: JBNC will provide families access to a computerized job search resource room; workshops on job search, resume writing and job readiness; referrals on job openings; assistance in entering and obtaining post-secondary training; certification courses at no cost for in-demand career pathways; and career and job search counseling.
 - f. Access to Public Benefits: JBNC will provide families with support and guidance in accessing other public benefits to help provide economic stability for the family. This could include, but is not limited to, public assistance, food stamps, energy assistance, public health insurance programs, federal work supports, earned income tax credits and other programs.
 - g. High School Equivalency (HSE) Classes: JBNC will offer parents who have not completed their high school education, on-site access to free HSE instruction, including one course for English as a Second Language adults. Classes are offered several times throughout the week at JBNC.
6. JBNC will provide academic enrichment activities and youth development expertise through the operation of EDGE programming.
7. JBNC's transportation department will provide transportation home for youth participating in EDGE afterschool programs at the targeted school sites, for summer program activities, as well as, to and from educational field trips related to the program.

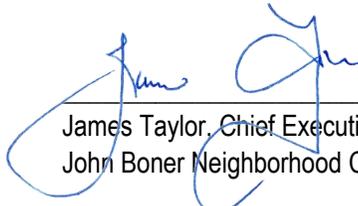
8. JBNC will be responsible for hiring, training, and continued professional development of staff for the EDGE programs. JBNC will also complete a background check on each employee.
9. JBNC will ensure that all necessary student records and information remain confidential. JBNC will obtain a Release of Information form from each parent or guardian at the time of enrollment into the program.
10. JBNC will participate in yearly program evaluations from Limelight Analytics and self-assessments through the Indiana Quality Program Self-Assessment through the Indiana Afterschool Network.
11. JBNC will assist in the collection of data necessary for program partners to assist in evaluation and assessment and will be responsible for all data entry in Cayen.
12. JBNC will prepare and submit all required programming reports to IDOE.
13. JBNC will maintain an inventory of all supplies used for EDGE programming.
14. JBNC will serve a minimum of 40 middle school students at least 45 days during each program year. EDGE will also serve and a minimum of 15 family members.

Fiscal Responsibilities

1. JBNC will provide fiscal management for 21st CCLC funds and submit all required reports.
2. JBNC will ensure all funds provided by 21st CCLC are managed and accounted for according to contract requirements, EDGAR, Uniform Grant Guidance, and other State and federal stipulations.

Effective Date and Signature

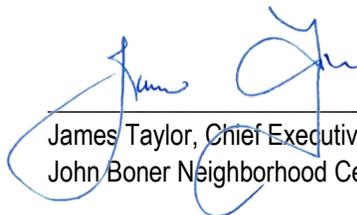
This agreement is effective from June 2021 – July 2025.



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8/10/2020

Date



James Taylor, Chief Executive Officer
John Boner Neighborhood Centers

8/10/2020

Date



APPENDIX 2 – EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOLS

In accordance with Subpart 1 of Part E of Title VIII of the ESEA, JBNC sought to connect with the Non-Public Schools within a five (5) mile radius of the Harshman Middle School program site. Due to the COVID-19 pandemic, JBNC initially shared an introductory email and a letter overviewing the EDGE afterschool program with the following schools:

- Archdiocese of Indianapolis (includes these schools: St. Philip Neri, St. Therese Little Flower, Holy Cross, Our Lady of Lourdes, Holy Spirit School, Central Catholic School, and Holy Name Catholic School)
- Trinity Christian School
- The Oaks Academy
- Legacy Learning Center
- Emmaus Lutheran School
- Central Christian Academy
- Muhammad School
- Greater Morning Star Christian School
- Capitol City SDA Church School

In the letter, JBNC addressed the following:

- o How children’s needs will be identified;
- o What services will be provided;
- o How, where, and by whom services will be offered;
- o How services will be assessed and how results of the assessment will be used to improve those services;
- o The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services;
- o How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non-public school officials on the provision of contract services through potential third-party providers.

Despite a minimum of three attempted contacts, JBNC received a response only from Archdiocese of Indianapolis, of the schools listed above. Therefore, it was determined that the lack of response received by the other schools was an indication that they were not interested in further discussion or consultation sessions. The letter sent to the non-public schools can be found on the following page.

To whom it may concern,

The John Boner Neighborhood Centers (JBNC) intends to deliver the Excellence, Discovery, and Growth through Education (EDGE) Afterschool and Summer Programs at H.L. Harshman Middle School (Harshman) for four program years, starting in July 2021 to July 2025. EDGE is a 21st Century Community Learning Center (21st CCLC) supporting students' Out-of-School Time (OST) social emotional learning, academic excellence, and family stability on the Near Eastside of Indianapolis.

JBNC meets with school social workers and parent involvement educators/community partner liaisons to identify student's' needs for afterschool enrollment. Students from the target school are recruited to enroll in EDGE based on their academic, social, and behavior needs. The EDGE programming is offered at Harshman and the Boner Fitness & Learning Center, Monday through Thursday each week from 2:30 pm – 5:00 pm., and each site is staffed by an EDGE Site Coordinator and EDGE Youth Workers. EDGE specifically focuses on the following programming areas: 1) Utilization of research-based curriculum, focused on social-emotional development, STEM, and literacy activities; 2) Incorporation of best practices instructional methods; 3) Offer families meaningful wraparound services and engagement opportunities utilizing a two-generational (2GEN) approach; 4) Enhance programming through collaborations with other community organizations who have youth development expertise.

Through family surveys, informal information gatherings, and the IN-QPSA program self-assessment, JBNC evaluates engagement level and satisfaction expressed by families. This feedback helps JBNC identify areas in which improvement is needed. Additionally, JBNC partners with Limelight Analytics, who supervises all aspects of the program evaluation, coordination of data collection, and works closely with JBNC to ensure results of the evaluation are used for continual program improvement.

At present, JBNC's EDGE Afterschool and Summer Programs are offered to youth who are attending Harshman. However, through this letter, JBNC intends to inform your school of the potential availability for additional students to participate, even if they do not attend Harshman. The EDGE Programs have five available spots if a student from your school, in grades 7th through 8th, is interested in attending the Boner Fitness & Learning Center branch. If awarded, up to \$12,500 of the funding award would be dedicated to these students to ensure high quality, equitable services are provided. There is no cost to students or families for participation.

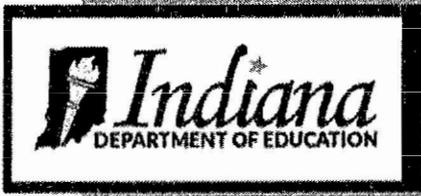
Lastly, JBNC will be making a final decision about the delivery of OST services available by December 4, 2020 as award announcements are anticipated in October 2020.

Please let us know if you are interested or would like to discuss further by replying to this email by Wednesday, August 5th and we will provide more details.

Thank you for your time,



Brittany Kronmiller
JBNC, Director of IndyEast Achievement Zone



21st CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM

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

John Boner Neighborhood Centers met with Archdiocese of Indianapolis on 8/11/2020 in consultation for participation in a 21st CCLC initiative in Marion County, Indianapolis, IN.

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

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Mary McCoy
Non-Public School Representative

8/11/2020
Signature

James Taylor
Applicant Representative

[Signature]
Signature



21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM

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

John Boner Neighborhood Centers met with **Trinity Christian School; The Oaks Academy; Legacy Learning Center; Emmaus Lutheran School; Central Christian Academy; Muhammad School; Greater Morning Star Christian School; Capitol City SDA Church School** on **July 27, 2020; August 3, 2020; August 9, 2020** in consultation for participation in a 21st CCLC initiative in **Marion County, Indianapolis, IN.**

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

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Non-Public School Representative

James Taylor

Applicant Representative

Signature

Signature



21ST CCLC

PROJECT ABSTRACT

John Boner Neighborhood Centers (JBNC) proposes to deliver the Excellence, Discovery, and Growth through Education (EDGE) Afterschool and Summer Programs targeting H.L. Harshman Middle School (Harshman) students. EDGE intends to support students' Out-of-School Time (OST) needs including social-emotional development, general learning and enrichment needs, while promoting the academic excellence of students and supporting family stability on the Near Eastside of Indianapolis. JBNC currently operates 21st Century Community Learning Centers (21st CCLC) at five neighborhood IPS schools under Cohort 8 and 9: IPS #14, Urban Act Academy; Thomas Gregg Neighborhood School (TGNS); IPS #54, Brookside Elementary; H.L. Harshman Middle School; and Arsenal Technical High School (ATHS). 21st CCLC funding from the Indiana Department of Education (IDOE) is being requested under Cohort 10 to support the continuation of services at Harshman serving a total of 40 middle school youth per school year. JBNC intends to incorporate significant programming in the following areas: 1) Utilize research-based curriculum, focused on social-emotional development, STEM, and literacy activities; 2) Incorporate best practice instructional methods; 3) Offer families meaningful wraparound services and engagement opportunities utilizing a two-generational (2GEN) approach; and 4) Enhance programming through collaborations with other community organizations who have youth development expertise. The funding requested will support an enhanced program opportunity for students at Harshman, while also serving a higher number of middle school students. 21st CCLC Cohort 10 funding will not replace previous funding received for Harshman students, but will ensure that an increased number of middle school students will have access to enhanced programs and services to deepen their educational experience, youth development, and family support.

Harshman is a Title 1 school where 75.7% of youth receive free or reduced lunch. The ISTEP+ pass rates for the 2018-2019 School Year (SY) show underperformance: 27.1% pass rate of English/Language Arts (ELA), 21.8% lower than the state average; 15.1% pass rate on Math, 33.6% lower than the state average. Analysis of existing OST providers found that capacity exists to serve less than 5% of students at Harshman, with marginal research-based programming or wraparound services for families. EDGE will expand each school's capacity to serve students by 11% and will address gaps in social-emotional development, as well as focus on family engagement and transitioning to high school. EDGE aligns directly with Harshman's School Improvement Plans and offers holistic services to promote family stability and engage parents in their child's education, ultimately leading to increased career and college readiness. Through a strengthened focus on social-emotional development curriculum, EDGE will also better prepare youth with the emotional intelligence and resiliency necessary to succeed in high school and beyond.

JBNC has worked with IPS for over four decades and since the early 1990s, has offered afterschool programming. These sustained, extensive relationships provide a distinct advantage in communications with school staff, recruitment of students, services for families, and gathering data needed for the successful a 21st CCLC program. At the end of 2019, JBNC was also awarded a Full-Service Community Schools (FSCS) award from the US Department of Education with Harshman being a target school for FSCS efforts. This award has positioned JBNC to align more intentionally and directly with Harshman, including the addition of two full-time staff members based at Harshman and



21ST CCLC

embedded in the day-to-day operations and staff relationships at the school site. Limelight Analytics will provide local evaluation of the project. JBNC and Limelight Analytics, in collaboration with IPS, have developed a comprehensive data collection and evaluation plan. The evaluation work completed by Limelight Analytics complements the Indiana Quality Program Self-Assessment (IN-QPSA), a tool used to engage stakeholders in a rigorous and robust assessment process.

JBNC has identified a staffing structure designed to best support the needs of students and families, school staff and administrators, as well as meet the compliance requirements of the 21st CCLC grant. Brittany Kronmiller, Director of IndyEast Achievement Zone, is primarily responsible for oversight and management of the 21st CCLC grant. Ms. Kronmiller has been involved with the implementation and management of 21st CCLC programs at JBNC since 2009 and is familiar with all required tasks related to successful grant operations. JBNC recently added a full-time Talent Development and Compliance Coordinator role that is responsible for the successful recruitment, onboarding, and ongoing professional development of full- and part-time EDGE staff. Aimee Scott, who has worked with the EDGE programs since 2011, transitioned to the Talent Development and Compliance Coordinator role. Her experience and expertise with EDGE and 21st CCLC program objectives will ensure that high quality, diverse staff members are selected and will have access to ongoing development opportunities necessary to meet program goals and outcomes. The EDGE program site at Harshman will also have a full-time Student Achievement Coordinator responsible for the day-to-day management and implementation of the EDGE program. The Student Achievement Coordinator is required to have a background in education, social work, or a related field, as well as demonstrated experience in operating out-of-school time programming. Finally, a team of EDGE Youth Workers will support the direct facilitation of the EDGE program. All EDGE staff, including Youth Workers, are recruited from a variety of locations including local colleges and universities, youth-serving organization networks like The Journey, and through community newsletters, social media, and local schools. This ensures a robust pool of applicants that are diverse and reflective of the student population served. Additional support staff, including the JBNC Chief Executive Officer, Chief Operating Officer, Chief Program Officer, Community Development Officer, and Controller, have extensive experience in state, local, and federal grant management. Key staff at JBNC will ensure that 21st CCLC requirements are fully met with integrity and provide the high-quality OST programming necessary to support students at Harshman Middle School.

Resources provided by 21st CCLC and the collaborative nature of programming will enable EDGE to strengthen academic outcomes of students and support JBNC's mission of delivering high-impact services that improve quality of life for children and their families on the Near Eastside of Indianapolis.



PROGRAM QUALIFICATION

Harshman and the IPS District meet several requirements for 21st CCLC funding, specifically serving schools with high FRL rates and low state school rating that does not meet federal rating expectations. The data below clearly demonstrates the decline in school improvement at Harshman and the continued low performance of the IPS District:

H. L. Harshman Middle School Data							
19-20 SY Free/ Reduced Lunch Rates	Title 1 School	School Rating (13-14)	School Rating (14-15)	School Rating (15-16)	School Rating (16-17)	School Rating (17-18)	School Rating (18-19)
75.7%	YES	C	C	F	F	F	F
Indianapolis Public School District Data							
19-20 SY Free/ Reduced Lunch Rates	Title 1 School	School Rating (13-14)	School Rating (14-15)	School Rating (15-16)	School Rating (16-17)	School Rating (17-18)	School Rating (18-19)
64.7%	37 out of 67; 55% Title 1	D	D	D	D	D	D
Mobility Rates							
IPS Intra-district Mobility Rate		4.9%		IPS Inter-district Mobility Rate		17.8%	

Origin of Partnership

This application is submitted by JBNC in collaboration with the IPS District, which receives funds under Title 1, Part A (see MOUs with IPS). For over 25 years, JBNC has maintained a strong partnership with the IPS District through community support, alignment of neighborhood goals and a shared vision, direct staff position supports, and since 2008, the operation of 21st CCLC programs at five schools on the Near Eastside. Beginning in the 1970s, JBNC and IPS jointly operated the “Model Schools” program at ATHS, with funding from the federal Elementary and Secondary Education Act. Throughout the 1980s and 1990s, JBNC provided school-based youth programs and a variety of supports for parents whose children attended neighborhood schools. In 1996, JBNC began offering afterschool programming at Brookside Elementary School and in 2008, expanded this service to a total of five schools through funding from 21st CCLC. In 2015, JBNC formed a Consortium with IPS, the City of Indianapolis, UWCI, IUPUI, Families First, Ivy Tech Community College, Indiana Afterschool Network, IDOE, and over twenty more youth-serving organizations to establish a community-wide education strategy known as the IndyEast Achievement Zone (IEAZ). The IEAZ partners, in conjunction with neighborhood residents, have developed a Continuum of Solutions using a 2GEN model to integrate proven solutions and improve education and community outcomes for children and families. As part of the IEAZ, JBNC led a community driven effort to establish the Near Eastside Innovation School Corporation, a community-owned 501(c)3 non-profit organization. With support of JBNC and residents, the NEISC successfully submitted an application to the IPS Board of Commissioners and was named the operator of what is now known as the TGNS. This school is operated in partnership with JBNC who



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has four onsite full-time staff providing 2GEN services to families. As part of this partnership, JBNC has designated 66 units of affordable housing for families of this school as part of the effort to reduce student mobility rates. Currently, there are 30 additional housing units under construction for families of TGNS. More recently, in 2019 JBNC, in partnership with IPS, was awarded a five-year, \$2.5M grant from the U.S. Department of Education to implement the FSCS model at two elementary schools and one middle school site within the community. Through the blending of the FSCS model and 21st CCLC programming, JBNC's partner school sites have deep layers of support available to all students and families, including full-time JBNC staff members serving onsite at each school. JBNC staff are embedded in the school day and staff culture, allowing for a more seamless alignment between the school day and out-of-school time programming. JBNC and IPS's partnership has continued to grow and deepen over the years and with consistent aligned visions, will certainly remain strong for many years to come.

Priority Area

EDGE will focus on social emotional learning (SEL) by engaging youth in small group activities, leveraging daily teachable moments, and providing evidence-based programming that teaches youth essential life skills and supports a healthy youth development. JBNC aligns SEL to the IDOE competencies and emphasizes the knowledge, attitudes and skills necessary to manage emotions, set and achieve goals, develop empathy, maintain positive relationships with peers and adults, and make responsible decisions. Youth's social emotional development will be assessed through the Devereux Student Strengths Assessment (DESSA), which evaluates youth social emotional competence in eight key areas including goal-directed behavior, self-awareness, social awareness, self-management, relationship skills, personal responsibility, decision-making, and optimistic thinking in K-8 students. DESSA is a strength-based, nationally standardized, reliable, and valid assessment completed by EDGE staff based on observations and interactions with each youth. Assessments are completed every 4 weeks in their respective online databases (Evo-SEL) which measures progress and analyzes individual and aggregate student data. EDGE staff continually reassess data to gauge growth or determine the need for additional interventions. Growth is counted when there is an increase in one or more domain areas. To support SEL, EDGE utilizes the Curriculum Based Support Group (CBSG) research-based curricula which is a support group intervention designed to increase resiliency and reduce risk factors among children and youth ages 4-17 who are identified as being at elevated risk for early substance use and future delinquency and violence. Based on cognitive-behavioral and competence-enhancement models of prevention, the CBSG Program teaches essential life skills and offers emotional support to help children and youth cope with difficult family situations; resist peer pressure; set and achieve goals; refuse alcohol, tobacco, and other drugs; and reduce antisocial attitudes and rebellious behavior. EDGE staff will also support the implementation of Second Steps, a school-wide program currently being implemented at Harshman. Second Steps is a research-based curriculum designed to increase school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. The Second Step program consists of a skills-focused SEL curriculum that emphasizes skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. EDGE staff will collaborate with Harshman staff to ensure alignment of the Second Steps curriculum between the school day and after school hours.



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PRIORITY POINTS

JBNC meets two of the six priority criteria: 1) Harshman is identified as a Comprehensive Support and Improvement (CSI) school, and 2) at least 25% of JBNC's EDGE full-time staff have completed the Child & Youth Care (CYC) Credential.

Harshman has been identified as a school for comprehensive support and improvement due to being classified as a Title I school and a low-performing school. Harshman's consistent F rating since the 2015-2016 school year and not meeting federal rating expectations have qualified the school as in need of comprehensive support and improvement. Through the provision of the EDGE program as a 21st CCLC site, the school and students will receive an increased level of support to achieve items identified in their comprehensive support and improvement plan.

JBNC values the importance of the CYC Credential and since 2018 have had 18 total staff engage in the application process. Four current EDGE full-time site coordinators have completed the CYC Credential, as well as the IEAZ Talent Development and Compliance Coordinator, who is responsible for the hiring and ongoing professional development of all part-time Youth Workers. The remaining full-time site coordinator recently completed the CYC courses and is completing their credential. Therefore, 71% of current JBNC full-time staff in the Youth Department have earned their CYC Credential. JBNC prioritized the CYC Credential for part-time Youth Workers in the 2019-2020 program year. JBNC strives to offer CYC to additional Youth Workers based on their interest and availability to complete the application process. In the summer of 2020, three additional part-time Youth Workers engaged in CYC courses. JBNC typically averages a staff of 36 full- and part-time staff in the Youth Department. Upon completion of the four remaining staff certifications, JBNC will have 9 staff, or 25% total, with a CYC Credential. In addition to the CYC credential, JBNC identifies staff that have experience, education, and/or certification in Education, Social Work, Human Services, Childcare, or a related field.



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NEED FOR PROJECT

Data Evidence

Harshman is considered an at-risk school due to declining performance and the need for additional support to improve academic achievement. The table below provides compelling evidence of the need for the project and direct alignment with 21st CCLC priorities. As demonstrated, the school’s enrollment has increased, while academic performance has steadily declined since 2012-2013. Increasing enrollment numbers, changes in school administration, and the loss of supplemental funds have overextended Harshman’s resources and its ability to provide the necessary provisions for all students. In accordance with Harshman’s identification as a school for comprehensive support and improvement (CSI), intensive academic enrichment and engaging learning opportunities surrounded by positive adult role models, as those services provided through EDGE, will support the school in achieving improvement status. The data below clearly demonstrates the low performance of academic achievement and behavior for students at Harshman. EDGE directly addresses these challenges, decreasing the likelihood that these students will contribute to the adverse community statistics below. Academic and social supports provided by EDGE are critical to these students who are at-risk for academic failure, dropping out of school, involvement in delinquent activities, and lack of positive role models.

18-19 SY Student Academic Data			Indiana State Average			Harshman (533 students)	
% ELA ILEARN Pass Rate			48.9%			27.1%	
% Math ILEARN Pass Rate			48.7%			15.1%	
% in Special Education			16.2%			19.3%	
18-19 SY Student Behavior Data							
% of students chronically absent:			13.7%			21.2%	
% of students suspensions:			6.3%			13.6%	
Number of school-related arrests:		3 students	Number of safety & disciplinary incidents:			169	
Free/Reduced Lunch	English Learners	Multiracial	Caucasian	Black	Asian	Hispanic	
75.7%	30.3%	3.2%	6.4%	31.6%	0.5%	58.3%	
School Enrollment Trends		17-18 SY		18-19 SY		19-20 SY	
		517		533		564	

Current Programming

Current OST programming available for Harshman students is extremely limited, as programs designed for middle school age youth continue to be scarce throughout Indiana. As demonstrated in the table below, several OST programs in the community serve a very small number of middle school youth, if any. Specifically, DREAM Alive is the only OST provider on-site at Harshman in addition to EDGE, and only serves youth two days per week. The continued increase in enrollment significantly contributes to the growing gap in OST services available to youth. Before 21st CCLC funding, EDGE only served a small number of youth and lacked critical resources necessary to support excellent programming. However, with the 21st CCLC funding in recent years, EDGE has been able to expand its



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services to Harshman and is able to offer programming to more students. The expansion of JBNC’s existing 21st CCLC programs to Harshman has helped increase quantity and quality of OST services on the Near Eastside.

Enhance or Expand

The table below identifies existing OST programs within the community and describes how continuing EDGE programming to Harshman will meet identified gaps.

Gap Assessment	Days of Week	Max Capacity	Services on-site at schools	Aligned with School Improvement Plan	Evidence Based Curriculum	Middle School Students Eligible for programming	Extensive Services to Family
Westminster	5	25	No	No	No	Limited	Yes
East 10 th Street	5	75	No	No	Limited	No	No
Lynn House	2	15	No	No	No	Yes	No
DREAM Alive	4	25	Yes	No	Limited	Yes	No
Brookside Park	4	25	No	No	No	Yes	No
Shepherd Community	5	90	No	No	No	Limited	Limited
Young Life	1	50	Yes	No	No	Yes	No
EDGE (Proposed)	4	225	Yes	Yes	Yes	Yes – 40 slots	Yes

EDGE has expanded Harshman’s capacity to serve students by 11% and will address gaps in social-emotional learning as well as family engagement and transitioning to high school while utilizing evidence-based curriculum and providing wraparound services to family members. In addition, EDGE is the only program tailored to Harshman’s school improvement plan.

Identified Needs

The needs and services were identified from extensive, multi-year comprehensive efforts involving several stakeholders: 1) The Near Eastside Quality of Life Plan (QLP); 2) IndyEast Promise Zone Designation; 3) IndyEast Promise Neighborhood Initiative (IEPNI) Needs Assessment and Segmentation Analysis; and 4) Near Eastside OST Assessment and Summit. In 2019, the QLP was revamped with input by 1,300 neighbors to improve the Near Eastside neighborhood. The following action steps in the QLP will be addressed through the expansion of 21st CCLC: 1) Enhance the role of schools and community centers as the hubs of community life; 2) Expand and enhance youth programs; 3) Improve K-12 educational opportunities, and 4) Establish schools as partners and units of activity for the neighborhood. Based on the original QLP in 2008, JBNC sought federal support in achieving these ambitious goals, and in April 2015, was designated a federal Promise Zone. While no direct funding is associated with this 10-year designation, Promise Zones are high poverty communities where the federal government works with local leaders to increase efforts to achieve neighborhood created goals and priorities, including goals specific to educational opportunities. The continual expansion of 21st CCLC directly aligns with Promise Zone Sub Goal 2: Improve academic



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achievement of school age children through supplemental programs including out-of-school time providers, in-school interventions and community services that ensure children come to school healthy and ready to learn.

In 2016, due to the extensive community needs, JBNC also applied for the Promise Neighborhoods program through the Federal Department of Education's Office of Innovation and Improvement. Promise Neighborhoods are designed to significantly improve the education and development outcomes of children and youth in the most distressed communities. In 2016, the IEPNI project involved a comprehensive analysis and needs assessment of the community conducted by the Indiana University Public Policy Institute (PPI). The segmentation analysis and needs assessment further demonstrated that youth in the neighborhood face significant risks related to early learning, academic achievement, school and discipline, career and college readiness, physical and mental health, safety, community and housing stability, and family communication.

Annual staff survey feedback collected from IPS schools and district officials, strongly indicate their support for community-based, collaborative efforts to provide quality afterschool programming. The Harshman school principal noted that EDGE services would be instrumental to increasing the academic and developmental needs of students and families. The last comprehensive assessment of OST programming, facilitated by the Central Indiana Talent Alliance in 2013, utilized surveys from neighborhood schools, OST providers, parents, key stakeholder interviews, and analysis of community data. Over 79 community partners including OST providers, school staff, IDOE officials, neighborhood residents, businesses, foundations, and higher education institutions gathered to discuss the findings and create a plan to address the gaps and barriers in existing services. An alarming finding was that less than 1% of youth attending Harshman have dedicated OST programming designed for their age group, and little programming has been expanded since this time. Finally, in the fall of 2019, JBNC hosted a neighborhood summit in partnership with Harshman and focused on the neighborhood vision for middle school education on the Near Eastside. With over 100 attendees, multiple stakeholders, including students and parents, prioritized OST programming and SEL. EDGE is prepared to continue providing high-quality supports and services to students and fulfill the gaps that have been voiced by community and school stakeholders for several year.



PARTNERSHIPS

Project Collaboration

JBNC will provide wraparound services to EDGE families through the following federal programs: Federal and State Energy Assistance Programs; Supportive and Affordable Housing funded by U.S. Department of Housing & Urban Development; Workforce Development and financial coaching through the Corporation for National and Community Services; and Individual Development Accounts funded by U.S. Department of Health and Human Services. These services contribute to family stability, which is essential to help foster academic achievement, parental engagement, and a reduction in student mobility. All EDGE families will be eligible to apply for these services, provided in-kind by JBNC (see attached MOU). In 2014, JBNC was awarded the federal Promise Zone designation for the Near Eastside. The IndyEast Promise Zone (IEPZ) allows the City of Indianapolis and local neighborhood leaders to collaborate with the federal government to achieve neighborhood-defined goals. This designation resulted in five goals: Improve Educational Opportunities, Create Affordable Housing Options, Increase Economic Activity, Create Job Opportunities, and Improve Public Safety. The IEPZ offers strategic alignment of resources and partners at the federal, state, and local level, supporting EDGE’s ability to achieve defined program goals and support families. Finally, in 2019, with the U.S. Department of Education’s Full-Service Community School award, EDGE is further supported through the intentional alignment of community school principles and OST programming.

EDGE participants will receive federal USDA Child Nutrition and Summer Food Service Programs through IPS and Indy Parks. JBNC has several relationships with additional public and private organizations that provide financial and in-kind contributions and will coordinate funds for maximum efficiency of programming (See Sustainability Plan Section on page 43). Two of the most significant partnerships are offered through the coordination of JBNC’s IEAZ and Boner Fitness and Learning Center (BFLC). The IEAZ allows EDGE to engage in deep, impactful relationships with families and support their engagement in their child’s education through the collaboration of schools, families, and social service agencies, health centers, and community-building programs. While the BFLC includes unique spaces designed for educational enrichment including gardens, a greenhouse, a gym, an art room, classroom space with access to a smart board and laptops, an educational kitchen, and a multimedia studio. The BFLC, owned by JBNC, is within walking distances from Harshman, allowing easy daily access by program participants. The BFLC currently has agreements with over five community partners, which enhance the EDGE programming during the weekly visits to the facility. The table below describes community partners and their roles:

Program Partner (MOU attached for each partner)	Program Role Served/Type of Contribution Per Year
Indianapolis Public Schools: Harshman	Provide academic and curriculum expertise, facilities, program marketing and recruitment of program participants, regular communication with school staff regarding student needs to align program activities with the school curriculum and methodology. In-kind support in the amount of \$12,280 for facility usage at each site; \$1,500 for professional development.
Indianapolis Public School District	IPS Food Services provides daily snacks to youth in accordance with USDA nutritional requirements. IPS Central Office provides student data collection including ILEARN scores,



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	classroom grades, suspension rates, and school day attendance. In-kind support in the amount of \$11,500.
Limelight Analytics	Program evaluation and data collection services: 1.) Compile a yearly report describing attendance trends, progress toward performance measures, stakeholder survey analysis, and overall program strengths and areas for improvement; 2.) In year four, create a "final report", including aggregated data across all four years of the grant, and 3.) develop an "evaluation manual" at the beginning of each year outlining all data collection and submission deadlines, data collection assignments, and the reporting method. Year-end summary reports will be submitted by end of July each program year. Contractual provider- payment required from JBNC in the amount of \$6,000.
Boner Fitness & Learning Center (BFLC) at Chase Legacy Building	Provide access to educational enrichment facility and additional program partners including Girls Inc., Indianapolis Art Center, IUPUI School of Health and Human Services, Purdue Extension, and Growing Places. In-kind support in the amount of \$19,890 for facility usage, supplies, and programming.
Indiana State Museum	Provide STEM programming for youth including on-site activity facilitation and educational trips to ISM. Provide quality and competent staffing to deliver STEM focused programming designed for creative thinking, problem solving, and hands-on educational experiences. In-kind value of \$750.
Patachou Foundation	Provide healthy, nutritious meals to youth and hands-on wellness education, while building positive relationships between youth and volunteers. In-kind value of \$25,200.
Indiana University-Purdue University Indianapolis (IUPUI)	Provide support services through various schools including: volunteer and internship services through the School of Education, School of Social Work, School of Psychology, activity facilitation and wellness assessments through School of Health and Human Services, and a Community Work Study sponsor for JBNC. In-kind support in the amount of \$35,425 for volunteer services and Work Study partnership.
United Way of Central Indiana	Provide support for EDGE through professional development and resources, as well as unrestricted funding for overall agency support. UWCI provides in-kind value \$5,350 per year for professional development.
IndyEast Achievement Zone (IEAZ)	Provides several program supports to participant families utilizing a two-generation including: employment services, financial education, GED classes, access to public benefits, crisis and homelessness intervention services, over 95 affordable family homes; transportation services, and fiscal management services. JBNC convenes and facilitates groups of IEAZ Consortium Partners, Systems Partners, and a Continuum of Solutions Partners. Major partners include: Indianapolis Public Schools, United Way of Central Indiana, Families First of Indiana, City of Indianapolis, Marion County Promise, HealthNet, Indiana Plan for Equal Opportunity, Ivy Tech Community College, Starfish Initiative, Indiana Afterschool Network, Office of Early Childhood and Out-of-School Learning, Indiana Department of Education, and over 20 more. Contributions will include staff development, recruitment of students, and support of youth and their families designed to increase family stability. In-kind support in the amount of \$37,500.

Identifying Partners

JBNC has extensive history working with partner organizations and has developed a broad network to serve EDGE participants and their families. JBNC collaborates with IPS, OST intermediary organizations such as the Indiana Afterschool Network, Marion County Commission on Youth, and



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IDOE in determining organizations that best align with EDGE objectives. JBNC staff ensures activities facilitated by partner organizations are based on Indiana Academic Standards and incorporate research-based methods. Community partners listed above assisted in the development of this application by determining shared objectives and outlining specific areas of collaboration that align and support the goals of EDGE. Community partners also assisted in the development of the program design, number of hours, anticipated costs, and location for each activity. The table above outlines the individual commitments of each partner; Appendix 1 contains MOUs, outlining specific expectations from each organization.

Volunteers

Any person interested in volunteering with the EDGE program must be an approved volunteer prior to beginning service with the program. Once they have indicated interest, volunteers must complete a volunteer application, background check consent form, and an interest form. Based on this information, volunteers may be placed at a site to begin service. Volunteers will be matched with tasks that meet their interest, skills, and experience. Select volunteers that meet the necessary requirements will be able to facilitate activities and programming without the support of an EDGE staff member. Volunteers must have this approved by the site coordinator prior to being left alone with youth participants. New volunteer orientation is required prior to beginning service.

Once placed at a site, volunteers will be invited to all professional development opportunities offered to our team of Youth Workers. Volunteers are subject to evaluations and feedback from the site coordinator at any time, but at a minimum, quarterly. Volunteers may be dismissed from their service at any time based on performance and reciprocal benefits of service. Volunteers are recruited from a variety of locations including local colleges and universities, youth-serving organization networks like The Journey, and through community newsletters, social media, JBNC customers, and local schools. This ensures a robust pool of applicants that are diverse and reflective of the student population served.



PROGRAM DESIGN

Recruitment Criteria

JBNC will exclusively recruit students from Harshman for EDGE programming. EDGE program staff will attend school events, such as back to school and registration events; Parents in Touch Day; and a minimum of 12 special group events to interact with parents and recruit participants. Each July, program staff attend an all-staff meeting at each site to familiarize school staff with the EDGE design and goals, introduce program staff, and discuss the enrollment process. During the first week of school, EDGE staff will meet with school social workers, Family and Community Engagement (FACE) coordinators, and other key IPS staff to begin recruiting students based upon academic, social, and/or behavioral needs. Program staff will attend six all-staff meetings at Harshman throughout the school year to share program openings and discuss progress on program goals. Significant advantages in recruitment will also occur through the IEAZ phasing plan. By 2022, the IEAZ will employ a team of Student Achievement Coordinators (SAC) and Family Navigators throughout neighborhood schools through the support of FSCS. A full-time SAC and Family Navigator began at Harshman in February 2020. The SAC is a full-time JBNC position based in the school building with a focus on supporting community partnerships and aligning services with the school day, working collaboratively with the FACE. SACs utilize a macro approach designed to develop and maintain school-wide resources, including EDGE, that reduce barriers to learning. The Family Navigator is dedicated to meeting the needs of families by providing on-site case management services. This full-time presence at the school ensures implementation of a seamless and consistent recruitment strategy. As a part of JBNC’s 2GEN approach, EDGE staff will work closely with JBNC case managers, employment and financial coaches to identify families with children attending eligible schools to engage the family unit in additional services designed to promote family success. All youth in 7th-8th grade attending Harshman are eligible for EDGE; however, priority is given to returning EDGE participants, families engaged with JBNC, and youth referred by the school staff.

Community Data

The Near Eastside is an area of great need and challenges. The table below includes neighborhood data compared to Indianapolis. Other alarming statistics include: 48% of households earned less than \$25,000 a year; another third earned less than \$50,000; as few as 4% of children under 18 live with two working parents. Poverty, low educational attainment, generational trauma, and crime combine to produce a neighborhood marked by instability. As a result, families struggle to rise out of poverty, and it is in the context of these challenges that children attempt to succeed in school.

2018 Data	Poverty Level	Educational Attainment	Unemployment	Crime Rates
Near Eastside	34%	60% with only a high school diploma or less; 19% bachelor's degree or higher	13%	42% of All Violent crimes and simple assaults for the year
Indianapolis	19%	42% with only a high school diplomas or less; 30% bachelor's degree of higher	7%	20% of All Violent crimes and simple assaults for the year



Parental Involvement

JBNC has extensive services for family members of EDGE participants utilizing a 2GEN approach. The services listed below will engage families on multiple levels and address a key indicator in a child's academic success-the family's level of stability:

Family Services	Activities	Frequency
Parent Orientation	Orientation on expectations and opportunities for both the adult and child offered by the EDGE program and JBNC. Families will complete the Family Achievement plan, assessing their current level of quality and stability in several life domains. Results will be utilized to tier programs and connect families to the appropriate supports and services available.	Beginning of program, individually upon enrollment for new families
Daily Contact/ Special Communication	Staff provides daily updates on youth to parents who provide pick up. Staff use frequent phone, text and email follow-up for other youth who ride the JBNC or IPS afterschool activity bus.	Daily – Weekly
EDGE Advisory Committee and Parent Council	Parents are provided the opportunity to serve on the EDGE Advisory Committee and Parent Council, along with other program stakeholders, to review program data and results and provide feedback and ideas for program improvement.	Four times per year
Family Focused Events	Workshops, family activities, and community celebrations to engage families, build social capital and increase family cohesiveness.	Ten times per year
Newsletters & Social Media Updates	Newsletters will provide parents with information about EDGE, other services available to the family, and tools to enhance the development of their child.	Ten times per year
Parent Conferences	Personal conference to review child's academic progress, share strengths/concerns, and to promote increased communication and knowledge about their child's progress.	Four times per year, as requested
Volunteer Opportunities	Opportunities to volunteer with the program to provide tutoring, facilitate enrichment activities, and to support their child's learning experience.	Available year-round
Family Surveys	Provide program staff regular feedback on the program, family needs and other desired activities that would support their family.	Twice per year
Community Self-Assessment Team	Parents, school staff, service providers and community members form a team for an in-depth evaluation of the program using the IN-QPSA and local evaluation results.	Meets a minimum of four times per year
Income Supports	Case management services to promote greater family stability through access to other public benefits (health insurance, food assistance, child care, housing, etc.).	Available year-round
Crisis Intervention	Emergency services, including rent and utility assistance, food pantry referrals, clothing and other supports to prevent homelessness and other crises that could disrupt 21 st CCLC services for their children.	Available year-round
Affordable Housing	Housing Stability for School Success, designed to increase housing stability and reduce school mobility, thereby increasing student academic achievement and family engagement. 66 income-based family properties, located in Harshman boundaries, available through the Indianapolis Housing Authority. In late 2020, an additional 33-family unit will be completed.	Available year-round



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Financial Coaching and Education	Financial education and coaching, budgeting, credit repair, short & long-term financial planning. These services will build economic assets, net worth and increase stability.	Available year-round
Post-secondary Education, Training, Certification, and Career Pathways	Career opportunities, post-secondary training or education, and job readiness supports to increase employability and earnings. The Near Eastside Career Opportunity Center offers free classes and training to support several career pathways including: High School Equivalency/GED, Indiana Plan apprenticeship training with OSHA certification, and the Child Development Associate Credential with a paid internship.	Available year-round

The needs and services listed above were identified from several comprehensive efforts involving multiple stakeholders: 1.) The Near Eastside Quality of Life Plan (QLP); 2.) Surveys collected from JPS staff and parents; 3.) Indiana University Public Policy Institute's 2017 segmentation analysis of the Near Eastside including school, parent, and youth surveys and focus groups; and, 4.) Ongoing neighborhood and education summits. Through the IEAZ data collection process, comprehensive data regarding the Near Eastside and target schools will be regularly made available and program methods will be assessed for effectiveness. Annually, JBNC will also review community and school data using SAVI, Census data, IDOE, IYI Kids Counts and other data sources to assess alignment of efforts and programs with community needs. Activities will be offered at a variety of times during the week and weekends to ensure that needs of working parents are met as well.

Snack and/or Meals

During the school year, EDGE participants receive a daily USDA approved snack, and during summer camp, youth receive two meals and a snack per day. Since 2008, JBNC has been an approved IPS Food Service and Indy Parks Summer Food Service Program site. Annually, staff attends the mandatory program orientations, led by IPS and Indy Parks. IPS Food Service and Indy Parks are responsible for the ordering, delivery, and reimbursement reports. Meals and snacks are stored on-site at each program, according to food safety requirements. JBNC staff are responsible for distribution to youth and completing daily reports for IPS and Indy Parks. The Patachou Foundation also regularly provide healthy, nutritious meals. The Patachou Foundation bases all meals on Federal nutritional guidelines and ensure all food safety requirements are maintained. The Patachou Foundation requires all volunteers and staff to adhere to safe serving guidelines and meet all criminal background requirements.

Weekly Schedule

EDGE will be offered on-site at Harshman Monday through Thursday from 2:30 p.m. – 5:30 p.m. Programming will operate during school days, service youth 12 hours per week for a minimum of 135 days, exceeding the minimum requirements set forth by 21st CCLC. On prescheduled breaks and holidays, evening, and weekend hours, learning opportunities will be offered to youth and their families in the form of family events, service learning projects, special field trips or college visits, and services that promote family economic stability. Family activities will be offered at a minimum of five times per year, two hours per activity, for a total of 10 hours. Additional wraparound and educational services will be provided to families during normal working hours, some evenings and weekends (see previous



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table on “Parental Involvement” for additional information on program activities available for families). Families will have the opportunity to engage in such services, including employment coaching or training, parent education series and workshops, social capital events, or financial classes. EDGE summer programming will be offered a minimum of six weeks, five days per week at 10 hours per day. See below for a detailed schedule for EDGE afterschool and summer programs:

Harshman – School Year – Hours per day				
	Weekday Before School	Weekday After School	Weekend Days	Evening
Hours with Students	0	3	2 (minimum)	3
Hours with Families	0	.25	2 (minimum)	3
Number of days per week	0	4	1	1 day/quarter
Number of weeks	0	34	6	4
Total Program Hours	0	408	24	36
Summer – Hours per day				
	Weekday	Weekend Days	Evening	
Hours with Students	10	0	0	
Hours with Family	6	0	0	
Number of days per week	5	0	0	
Number of weeks	6	0	0	
Total Program Hours	306	0	0	
Harshman – School Day – Weekly Program Schedule				
	Monday	Tuesday	Wednesday	Thursday
2:30-2:45 p.m.	Community Time	Community Time	Community Time	Community Time
2:45-3:45 p.m.	Tutoring/Academic Enrichment	Tutoring/Academic Enrichment	Tutoring/Academic Enrichment	Tutoring/Academic Enrichment
3:50-4:55 p.m.	Youth Choice Enrichment	Youth Choice Enrichment	Youth Choice Enrichment	Youth Choice Enrichment
5:00-5:30 p.m.	Patachou Meal/Dismissal	Patachou Meal/Dismissal	Patachou Meal/Dismissal	Patachou Meal/Dismissal



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Family events offered 10 times a year during daytime, evening, and weekend hours to meet the needs of all working families. Events will be offered monthly through EDGE to provide program information and activities designed to increase family stability & cohesiveness. Additional family support activities, provided by JBNC, are available continuously throughout the year.

Activity	Description
Community Time	Structured time to welcome youth, provide snack, make announcements, recognize student excellence, and allow positive interpersonal time among peers and program staff.
Tutoring/Academic Enrichment	Harshman youth will be separated into small groups based on their academic subject needs. Harshman teachers and other qualified personnel will work with youth individually and in small groups to provide tutoring or facilitate small group academic enrichment.
Youth Choice Enrichment	Harshman youth will be able to select an enrichment activity to participate in during the second hour of programming based on their personal interests. Most enrichment activities are offered on a rotating schedule one to two times per week. Examples of enrichment options include career and college exploration, visual and fine arts programming, social emotional development, culinary and nutrition classes, STEM activities, literacy groups and programs, media immersion, or physical fitness activities.

Summer – Weekly – Program Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:05 a.m.	Centers/Breakfast	Centers/Breakfast	Centers/Breakfast	Centers/Breakfast	Centers/Breakfast
9:05-9:15 a.m.	Clean Up	Clean Up	Clean Up	Clean Up	Clean Up
9:15-9:30 a.m.	Welcome	Welcome	Welcome	Welcome	Welcome
9:30-10:30 a.m.	Gymnastics	Youth Choice	Educational Field Trip	Drumming	Youth Choice
10:35-11:35 a.m.	STEM Enrichment	Literacy Enrichment		Wellness Enrichment	Culinary/Nutrition Enrichment
11:35 a.m.-12:35 p.m.	Book Club/Lunch	Book Club/Lunch		Book Club/Lunch	Book Club/Lunch
12:40-1:40 p.m.	Physical Recreation	Physical Recreation		Physical Recreation	Swim
1:45-2:45 p.m.	Academic Enrichment	Academic Enrichment		Academic Enrichment	
2:50-3:15 p.m.	Snack	Snack		Snack	
3:15-3:30 p.m.	Reflection Time	Reflection Time		Reflection Time	Reflection Time
3:40-4:40 p.m.	Zumba	Youth Choice	Snack/Reflection Time	Bicycling	Youth Choice
4:45-5:30 p.m.	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice



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Family events offered 10 times a year during daytime, evening, and weekend hours to meet the needs of all working families. Events will be offered monthly through EDGE to provide program information and activities designed to increase family stability & cohesiveness. Additional family support activities, provided by JBNC, are available continuously throughout the year.

Alignment to Standards

EDGE aligns with the Indiana Academic Standards, particularly in the areas of math, ELA, and SEL to ensure all youth are prepared for academic success and life beyond graduation. Math enrichment supports the required grade level fluencies of addition, subtraction, multiplication, and division of complex numbers, operations and the content emphases according to grade level clusters. ELA activities include the use of informational texts and provide appropriate text complexity levels for youth. EDGE utilizes IDOE resources including the “Middle School Alignment of SEL Competencies with Academic Standards” to ensure that activities support a holistic approach to learning and SEL competencies are intentionally incorporated in all academic enrichment. Activities incorporate a variety of content areas, ensuring vertical and horizontal alignment across content areas as shown through the following example; Culinary Enrichment: students read introductory information and the instructions, utilize measurement skills and establish applications of math outside of the classroom, and practice team work and communication skills needed for post-secondary success and social emotional learning. EDGE will incorporate externally developed, research-based curricula that support the goals of Indiana Academic Standards. EDGE program staff, which includes a licensed teacher, will also work as a team to internally develop curriculum, including Academic Centers. Developing Academic Centers internally allows the program to respond more quickly and effectively to individual students’ needs. EDGE staff begin curriculum development by collaborating with each school site and the IPS district, review of Indiana Academic Standards for activity alignment, and analyzing student achievement data at each site. Harshman and IPS Central Office will provide EDGE staff with the pacing guides in each subject area, which are tailored to each school and provide monthly concepts and topics to be taught in the classroom. At the beginning of each school year, EDGE staff meet with key administrators and staff from Harshman to discuss curriculum development. This work session includes the review of their Mathematics, ELA, Science and SEL pacing guides, review of selected classroom texts and programs, and development of the framework for academic and enrichment activities in the afterschool program. EDGE staff will further consult the IPS Central Office on additional resources for program alignment. Lastly, EDGE staff attend curriculum planning meetings a minimum of four times per year to maintain alignment to activities and individual student needs. EDGE will also receive information on professional development and training opportunities available through the IPS district or Harshman. When appropriate, EDGE staff will be included in such training opportunities with school staff to ensure consistency in teaching approach and methodology. EDGE Site Coordinators will also engage in regular professional development opportunities for specific curricula and program development through a variety of sources (See Professional Development Section and attached Plan). EDGE Site Coordinators will provide in-house professional development for EDGE Youth Workers on the Indiana Academic Standards, lesson plan formats, and implementation/activity facilitation skills. Through the intentional alignment of program activities to Indiana Academic Standards, efforts in the classroom will



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be supported, leading to increased academic achievement and students effectively engaging in SEL enrichment.

Staff Recruitment and Retention

At the beginning of 2020, JBNC restructured the staffing patterns in the Youth Department. Major shifts with the restructure included categorizing EDGE Site Coordinators into two categories – Student Achievement Coordinator (SAC) and Education Coordinators (EC). Three SAC positions were transitioned to primarily be responsible for family outreach and communication, partnership development and support, and day-to-day coordination of the EDGE program at one school site. Two EC positions were transitioned to primarily be responsible for the educational program components and day-to-day coordination of the EDGE program at one school site. These positions were designed to allow a more intentional scope and focus of work within the program development and communication. While all SACs and ECs have similar roles during afterschool hours, the positions were developed to allow for a clearer direction of expectations during time prior to programming. This restructure also included the addition of an IEAZ Talent Development and Compliance Coordinator, a full-time position dedicated to ensuring the recruitment, retention, and ongoing professional development of all part-time Youth Workers. This has positioned JBNC to continue to identify highly qualified staff that are able to positively influence youth and help achieved 21st CCLC outcomes. All EDGE staff, including full-time coordinator positions and youth workers are recruited from a variety of locations including local colleges and universities, youth-serving organization networks like The Journey, and through community newsletters, social media, JBNC customers working with a JBNC Career Coach, and local schools. This ensures a robust pool of applicants that are diverse and reflective of the student population served. JBNC strives to identify staff that have experience, education, and/or certification in Education, Social Work, Human Services, Childcare, or a related field; however, it is also understood that many applicants with minimal experience can be coached and supported to become outstanding Youth Workers. JBNC also recognizes the importance of employing staff that are able to connect with youth participants in a genuine, relatable manner. There is great power in building relationships when staff are reflective of youth served and even attended the same schools or live in the same community as participants. JBNC has seen this several times through the implementation of the Preparing, Achieving and Caring for Tomorrow (PACT) Summer Youth Employment program. The PACT program is a strong example of JBNC's effective staff recruitment and retention efforts. PACT identifies youth entering 10th-12th grades to serve as junior camp counselors and participate in intensive leadership and professional development opportunities throughout the summer program. Throughout the PACT application process, hiring staff are intentional about not being biased or close-minded to youth that may not be a top performing student or use perfect grammar. JBNC recognizes that some youth that have had previous behavior and academic challenges or lacked engagement in their own school experience, will go above and beyond once they are recognized and their leadership potential is leveraged. Since the inception of the PACT program in 2012, JBNC has seen young high school students unsure about their future develop into some of the strongest youth workers employed by EDGE. In the summer of 2020, JBNC added an Assistant Camp Director position and four of the six applicants selected for the position were previous PACT participants.



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JBNC offers comprehensive professional development opportunities to full- and part-time staff. Funding is included in the budget to ensure that high-quality trainings, conferences, workshops, and education opportunities are available to all staff, regardless of their education level or experience. JBNC believes that by investing in staff development, their engagement and satisfaction are improved, leading to more intentional efforts by highly-qualified staff (see Appendix 7 “Professional Development Plan” for specific details on educational and personal development opportunities available to staff). JBNC also prioritizes the CYC Credential for all full-time staff positions (see additional details regarding the CYC Credential in the “Priority Points” section). Finally, JBNC recognizes that youth work, especially within community-based organizations, is traditionally a field that does not prioritize staff earning livable wages that are equivalent to the amount of expertise and skill required for the position. JBNC has an established pay scale based on previous experience and education. All hourly wages start at \$8/hour for staff with less than a high school diploma/high school equivalency (HSE); \$10/hour for staff with a high school diploma/HSE; \$13/hour for staff with some post-secondary education or 2+ years in youth serving organizations; \$15/hour for staff with a bachelor’s degree or higher. In 2017, JBNC also implemented a 5% yearly wage increase for all EDGE part-time youth workers on the anniversary of their start date. This yearly increase was designed to improve staff retention, as well as recognize the commitment staff have made to JBNC and EDGE. All full-time staff are paid a minimum of \$35,500/year plus benefits, with the opportunity for a higher rate based on experience and education. Please see chart below for additional staff details.

Position	Category	Hourly Rate/Salary Range
Director of IEAZ	Grant administration and management	\$60,000/year
IEAZ Talent Development & Compliance Coordinator	Hiring and development, grant administration	\$47,000/year
Student Achievement Coordinator	Site Coordinator	\$35,500-\$42,000/year
Education Coordinator	Site Coordinator	\$35,500-\$42,000/year
EDGE Youth Worker	Direct Service	\$8.00-\$15.00/hour
EDGE Lead Camp Counselor	Direct Service	\$13.00-\$15.00/hour
PACT Junior Camp Counselor	Direct Service	\$8.00-\$10.00/hour

**all part-time positions are eligible for a 5% pay increase upon their yearly anniversary*



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EVIDENCE OF PREVIOUS SUCCESS

From 2010 to present, JBNC has successfully provided 21st CCLC afterschool and summer programming at a number of 21st CCLC sites in Indianapolis. JBNC's afterschool programming has been implemented at each of the following sites: IPS #14, Urban Act Academy; TGNS; IPS #54, Brookside Elementary; H.L. Harshman Middle School; and ATHS. At the above sites, JBNC has built effective programming and established strong connections with the school teachers and administrators. Evidence for these strengths is demonstrated through successful student recruitment and retention as well as academic achievement from student participants.

Student Recruitment and Retention Efforts

Evaluation data collected during the previous two years of programming show that JBNC has been challenged to regularly meet attendance requirements. Since the implementation of afterschool programming in the early 2000s, the 21st CCLC program at Harshman has gone through a variety of changes. Due to inconsistent funding, lack of site coordinator retention, and multiple changes in administration, JBNC has struggled to establish a consistent relationship with a large number of previous youth and families at Harshman. However, in the 2019-2020 school year, JBNC implemented several solutions to address the inconsistencies in student attendance and retention, including innovative student outreach efforts and a deeper collaboration with school staff and administrators. JBNC is confident in its ability to improve and increase attendance patterns at Harshman in the 2020-2021 school year and beyond. Through the additional capacity and support of FSCS funding, JBNC will have two full-time staff members embedded in the school day and culture at Harshman. This unique opportunity will allow JBNC to develop relationships with all students during the school day and place a special emphasis on incoming 7th grade youth and families, as well as with Harshman staff. As Harshman staff have the opportunity to work more closely alongside JBNC staff, their confidence and awareness of how the EDGE program will support their students will improve, leading to an increase in teacher and staff referrals to the EDGE program. Finally, the IEAZ pipeline of services also supports an increased retention and attendance rate among Harshman students. JBNC has seen an increase in the number of youth transitioning from EDGE elementary programs to the Harshman EDGE program through the development of strong relationships with neighborhood elementary schools and the promotion of Harshman as a middle school of choice on the Near Eastside. Through these additional program supports and interventions, JBNC is confident in the ability to serve an increased number of middle school youth and meet minimum attendance requirements.

Attainment of Academic Outcomes

Evaluations of JBNC's 21st CCLC programming demonstrates that students who participate in EDGE afterschool programs achieve academic success. Specifically for Harshman students, those who attended EDGE programming showed positive outcomes for math and ELA grades. At least 50% of students attending earned a "B" or better or improved their ELA and math grade from fall to spring. Additionally, 40% of teachers reported that regularly attending participants improved (or did not need to improve) turning in homework. Students who attended the program reported strong social emotional behavior changes and improved behavioral management skills. Specifically, 100% of student participants demonstrated increased pro-social behaviors and positive behavior management skills.



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Please see Appendix 4 for 21st CCLC Local Evaluation Executive Summary data.

Professional Development Plans

JBNC has demonstrated success in the implementation of professional development plans and the support of full- and part-time staff members associated with the EDGE programs. See Appendix 5 for the full 2018 and 2019 professional development plans and details of learning opportunity including provider, training outcomes, staff participation, and CYC alignment. JBNC utilizes several high-quality training providers including uLead, Peace Learning Center, Indiana Afterschool Network and the My Afterschool Locker platform, and Magnify Learning to lead a significant amount of trainings each year. JBNC dedicates appropriate funding from multiple sources for professional development opportunities including conferences, professional coaching, CYC Credential courses, and EDGE small group trainings. JBNC also leverages the expertise of staff to provide in-house training opportunities, as well as free and low-cost options through reputable organizations like MCCOY, FSSA's I-LEAD and Indiana Youth Institute. With the addition of the full-time IEAZ Talent Development and Compliance Coordinator, JBNC is confident in its ability to continue to build a culture of lifelong learning among staff through a comprehensive, quality professional development program.

Previous Monitoring Visits

JBNC has also met the requirements of previous monitoring visits and corrective action plan compliance. The most recent monitoring visit was made by IDOE staff on January 31, 2019 at TGNS, a JBNC operated 21st CCLC EDGE program site. The identified strengths of the EDGE program during the visit were noted as student/staff relationships, teachers present during homework/academic center program time, families are connected to the EDGE program, and existing partnerships with organizations and schools. The EDGE program was noted as "meeting requirements" in all twelve quality indicators. No corrective actions were needed. Previous to the 2019 visit, JBNC successfully completed a monitoring visit with IDOE. JBNC met 95.8% of Compliance Measures and 100% of quality measures. JBNC developed an action plan to address the compliance indicator: *The grantee actively maintains and engages with an Advisory Board composed of program stakeholders.* JBNC implemented strategies including engaging members of IN-QPSA evaluation teams, including family members and school staff, to establish quarterly meetings and mutually developed goals to support the quality improvement and implementation of EDGE programs. Based on the previous monitoring visit results (see Appendix 6 for additional details), it is evident that JBNC has the ability to consistently maintain compliance and ensure 21st CCLC programming is implemented with fidelity.



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PROGRAM IMPLEMENTATION

Evidence Based Programming

The EDGE program model will incorporate externally developed, research-based curricula that support the goals of Indiana Academic Standards. EDGE program staff, which includes a licensed teacher, will also work as a team to internally develop curriculum, including Academic Centers. Developing Academic Centers internally allows the program to respond more quickly and effectively to individual students' needs. EDGE staff begin curriculum development by collaborating with each school site and the IPS district, review of Indiana Academic Standards for activity alignment, and analyzing student achievement data at each site. Harshman and IPS Central Office will provide EDGE staff with the pacing guides in each subject area, which are tailored to each school and provide monthly concepts and topics to be taught in the classroom. At the beginning of each school year, EDGE staff meet with key administrators and staff from Harshman to discuss curriculum development. This work session includes the review of their Mathematics, ELA, Science and SEL curricula and pacing guides, review of selected classroom textbooks, and development of the framework for academic and enrichment activities in the afterschool program. EDGE staff will further consult the IPS Central Office on additional resources for program alignment. Lastly, EDGE staff attend curriculum planning meetings a minimum of four times per year to maintain alignment to activities and individual student needs.

Any additional curriculum utilized are purchased and implemented by EDGE staff; however, decisions on appropriate curricula options are identified and discussed with Harshman staff to ensure alignment to school day activities. Examples of these evidence based programs include: Curriculum Based Support Group/Kids Connection, Eureka Math, ReadWriteThink, and EverFi.

EDGE will also receive information on professional development and training opportunities available through the IPS district or Harshman. When appropriate, EDGE staff will be included in such training opportunities with school staff to ensure consistency in teaching approach and methodology. EDGE Site Coordinators will also engage in regular professional development opportunities for specific curricula and program development through a variety of sources (See Professional Development Section and Appendix 7). EDGE Site Coordinators will provide in-house professional development for EDGE Youth Workers on the Indiana Academic Standards, lesson plan formats, and implementation/activity facilitation skills. Through the intentional alignment of program activities to Indiana Academic Standards and utilization of evidence based curriculum, efforts in the classroom will be supported, leading to increased academic achievement and students effectively engaging in SEL enrichment.

Table of Objectives, Activities, Performance Measures and Assessment Strategies

The following table describes EDGE goals, objectives, activities, curriculum, performance measures, and assessment strategies for Harshman. These were developed based on 21st CCLC Performance Goals and Indicators, aligned with each objective, positively contributing to state outcomes.



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Program Goals	Program Objectives and Focus Area	Program Activities	Performance Measures	Assessment Strategies
1.) Improve student academic achievement <i>*These activities will align and focus on the critical areas outlined for each grade level in the IN Academic Standards</i>	1.1 Regular attending 21 st CCLC participants will increase math achievement. Focus Area: Academic Achievement	Individual and group homework help with math. Academic enrichment learning activities, centers, and educational games incorporate mathematical concepts. Research-based curriculum used: Eureka Math, EveriFi math courses, additional math activities from IPS curriculum and textbooks led by target school teachers.	1.1a) 60% of regular participants will improve their math grades (or have a B” or better) in math from Fall 2021 to Spring 2022.	1.1a) Student report card grades.
	1.2 Regular attending 21 st CCLC participants will increase English/ Language Arts (ELA) achievement. Focus Area: Academic Achievement	Individual and group homework help with ELA. Academic enrichment learning activities, centers, and educational games incorporate ELA concepts. Research-based curriculum used: ReadWriteThink, EveriFi ELA courses, additional ELA activities from IPS curriculum led by target school teachers	1.2a) 55% of regular participants will earn a “B” or better or improve their ELA grade from Fall 2021 to Spring 2022.	1.2a) Student report card grades.
	1.3 Regular attending 21 st CCLC participants will increase Science achievement and interest in STEM. Focus Area: Academic Achievement	Individual and group homework help with science. Academic enrichment learning activities, centers, and educational games incorporate STEM and program solving concepts. Research-based curriculum used: Google CS First, STEM Gems through National Afterschool Association, IPS approved textbook(s)	1.3a) 45% of regular participants will earn a “B” or better or improve their science grade from Fall 2021 to Spring 2022. 1.3b) At least 75% of regular participants will report that they learned new skills and career opportunities through STEM activities.	1.3a) Student report card grades. 1.3b) Student survey
2.) Improve student social and behavioral outcomes. <i>*These activities will</i>	2.1 Regular attending 21 st CCLC participants will have fewer school suspensions and in-program behavioral reports.	Enrichment activities that focus on choosing positive behavior and problem solving skills. Restorative justice practices required for all behavior incidents.	2.1a) 75% of regular participants will receive no more than three behavioral reports per year during EDGE program time.	2.1a) Behavioral reports recorded by EDGE program staff.



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<p><i>align and focus on the critical areas outlined in the Indiana Afterschool Human Relationships Standards and utilize restorative justice and social-emotional development best practices</i></p>	<p>Focus Area: In-School or Afterschool Behavior</p>	<p>Small group activities focused on social-emotional development, utilizing a trauma-informed care approach.</p> <p>Research-based curriculum used: Second Steps, Curriculum Based Support Group/Kids Connection, STARR Commonwealth, Activities aligned with DESSA assessment tool</p>	<p>2.1b) 95% of regular participants will have one or fewer suspensions during the school year.</p>	<p>2.1b) Number of school suspensions.</p>
	<p>2.2 Regular attending 21st CCLC participants will increase their knowledge and practice of positive behaviors.</p> <p>Focus Area: In-school or afterschool behavior</p>	<p>Activities and discussion groups to identify positive behaviors.</p> <p>Collaborate with community partners with programming and training related to social-emotional development, trauma-informed approaches, and restorative justice.</p> <p>Provide opportunities for positive interaction with peers and adults, and encouragement of positive behaviors through a supportive, encouraging program environment.</p> <p>Research-based curriculum used: Second Steps, Kids Connection/Curriculum Based Support Group, STARR Commonwealth, Activities aligned with DESSA assessment tool</p>	<p>2.2a) 45% of participants' teachers will report improved classroom behavior (or no behavior improvement was needed).</p>	<p>2.2a) Teacher Survey.</p>
	<p>2.3 Regular attending 21st CCLC participants will improve social-emotional skills and behaviors.</p> <p>Focus Area: Social/Emotional Learning</p>	<p>Activities and discussion groups addressing social-emotional skill and behavior development including goal-directed behavior, self-awareness, social awareness, self-management, relationship skills, personal responsibility, decision making, and optimistic thinking.</p> <p>Collaborate with community partners with programming and training related to social-emotional development, trauma-informed approaches, and restorative justice.</p> <p>Provide opportunities for positive interaction with peers and adults, and encouragement of positive social-emotional skills and behaviors through a supportive, encouraging program environment.</p>	<p>2.3a) 65% of regular participants will improve in 2 or more domain areas on the Devereux Student Strengths Assessment (DESSA) by the end of each program year.</p>	<p>2.3a) Devereux Student Strengths Assessment (DESSA) individual student results</p>



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		<p>Research-based curriculum used: Second Steps, Curriculum Based Support Group, STARR Commonwealth, Activities aligned with DESSA assessment tool</p>		
<p>3.) Increase Family Engagement</p> <p><i>*These activities will align and focus on the critical areas outlined in the Indiana Afterschool Family Engagement Standards and utilize two-generational best practices</i></p>	<p>3.1 Family members, including parents or adult guardians, will increase their level of engagement with their student's school.</p> <p>Focus Area: Involvement with student's school</p>	<p>Provide opportunities for support and communication to families about upcoming engagement events at their student's school, as well as information about the importance of engagement.</p> <p>Assist families in removing barriers to participating in engagement events at the school including transportation, childcare, meals and other potential barriers to attendance.</p> <p>Provide families with support services including affordable housing, employment and training programs, financial education, health and wellness services, and opportunities to increase social capital to promote family stability, thereby increasing the family capacity to engage in their student's education.</p>	<p>3.1a) 75% of family members (parent or adult guardian) will report participation in a minimum of 2 school events including parent-teacher conferences, meeting with child's teacher, visiting the school, or helping with a school event.</p>	<p>3.1a) End of Year Parent Surveys</p>
	<p>3.2 Family members, including parents or adult guardians, will increase their level of engagement with their student's education at home.</p> <p>Focus Area: Involvement in student's education at home</p>	<p>Provide opportunities for support and communication to families about the importance of engagement with their child's education in the home, including examples of support and educational supplies for the family to keep at home.</p> <p>Provide families with support services including affordable housing, employment and training programs, financial education, health and wellness services, and opportunities to increase social capital to promote family stability, thereby increasing the family capacity to engage in their student's education.</p>	<p>3.2a) 75% of family members (parent or adult guardian) of regular participants will report supporting their child in a minimum of 2 efforts to support education at home including helping with school work, confirming child has completed homework, talking with child about what they are learning in school, or engaging in educational activities outside of school (i.e. go to museum, conduct experiments together at home, read together).</p>	<p>3.2a) End of Year Parent Surveys</p>
<p>**Performance Measures denoted with are in accordance with the required 21st CCLC performance measures. Performance measure goals will be analyzed for all youth attending 45+ days of programming per program year.</p>				



PROGRAM COMMUNICATION

Communication Plan

Multiple methods will be used to share information with IPS, Harshman, EDGE staff and participant families on individual student progress. EDGE staff will distribute 10 monthly newsletters for school staff and families that will include program updates/focus areas, student successes, resources to increase quality of life, approaches for assisting with academics and social emotional learning in the home, and upcoming social capital events. Families are contacted in-person, via phone, text or email at least 10 times throughout the school year when there is pertinent information regarding program updates, student academic performance, behavior, successes, or attendance concerns. EDGE will also document participants' behavior and communicate progress with school teachers, administrators, and participant families on behavior progress. Program staff will attend monthly school staff and curriculum meetings, as well as, individual student meetings when appropriate, in order to engage in the necessary communication for student and program success. Families will be provided individual progress reports in September, December, March, and May which highlight participants' academic achievement, behavior, attendance, SEL and interpersonal relationships. Parents and school staff may request a private conference to further discuss student progress reports. Serving as a liaison to community partners, IPS Family and Community Engagement (FACE) staff, and all applicable JBNC staff at each site will play a vital role in sharing information regarding student progress with school day teacher and participant families. FACE staff work with EDGE and school staff to develop communication strategies with parents and determine best practices for the school population. The FACE staff also give EDGE program updates during all staff meetings. These relationships effectively communicate program and individual student progress.

Student data will be shared with Limelight Analytics for yearly program analysis demonstrating progress toward goals. The findings from this report will be presented to community stakeholders including JBNC Board of Directors, EDGE Advisory Committee and Parent Council, school administrators and staff, the IPS district, IEPZ Learn IndyEast Committee, IEAZ partners, community and funding partners in a variety of means including meetings, work groups, summary reports, and email. These aggregate results will be shared on a yearly basis, with intermittent program highlights or successes communicated quarterly at a minimum. Through a results-based partnership with the IPS district and Harshman, EDGE programming will be aligned with the school day and ensure consistent support of students and families. Specific areas of alignment include: academic learning, behavior success plans, and family engagement efforts. With formalized EDGE student agreements established, regular communication will continue to develop relationships with Harshman, leading to further alignment and student success. EDGE will utilize the following strategies to align with the school day:

- Development of a shared vision for out-of-school time programs;
- Regular attendance at school staff meetings, curriculum meetings, and community meetings;
- Specific learning objectives for academic lessons and enrichment; copies of student textbooks available;
- Curriculum based on school pacing guides;



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- Attending professional development with teachers and IPS staff on curriculum and behavior success models;
- EDGE staff training on Indiana Academic Standards and importance of their role in student learning and social emotional development;
- Standing meetings with school principals and key staff members; and
- Being consistently embedded in the school day through regular visits to classrooms, student lunches, and other school events.

EDGE staff members develop a strong presence at the school building. Through this established presence at the school sites, administrators and school staff will see EDGE as a critical part of the school, allowing for more communication, relationship development, and alignment between the school day and out-of-school time.

MOUs have been developed with Harshman and the IPS District (see Appendix 1) to meet all requirements of the 21st CCLC program and provide necessary student academic records to monitor objectives and provide statewide evaluation data. As shown in the MOUs, school staff will obtain parental permission and release student information to JBNC in accordance with FERPA regulations. These MOUs allow IPS and JBNC to exchange student data to assess student progress including grades, assessment scores, graduation rates, discipline information, and attendance records throughout the school year. Program staff also engage in quarterly communication with Harshman and IPS Central Office to access student data. All information will be shared through secure methods, ensuring student confidentiality. Upon acquisition, EDGE staff will review data and utilize results to inform decision-making and modify program design and activities. Availability of EDGE programming including location, enrollment process, and registration information is presented to community stakeholders and families through a variety of methods. Most importantly, EDGE has been a longstanding partner on the Near Eastside and word of mouth referrals from peer to peer, school staff to student, and family to family, are the primary source of sharing information about EDGE. In addition, EDGE staff attend multiple school events including Back to School events, Parents in Touch/Parent-Teacher conferences, athletic and creative art events, and Harshman staff and community partner meetings to make families, school staff, and other community stakeholders aware of EDGE program opportunities and progress of youth participants. Finally, the EDGE program information and registration process are included on the JBNC website, Harshman website, and various social media outlets.

21st CCLC Terminology

As a previously funded grantee, JBNC is prepared to meet all requirements regarding 21st CCLC logo and messaging as established by IDOE. All program materials including registration forms, flyers, and newsletters, are currently branded with the 21st CCLC logo. EDGE staff are provided information on 21st CCLC and the program goals during new staff orientation. This ensures that all team members understand 21st CCLC and how they can positively contribute to specific program goals. This is also shared with schools, community partners, and families as a way to develop shared goals and work as partners in each students' education and development, while meeting 21st CCLC requirements at the state and federal level.



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PROFESSIONAL DEVELOPMENT

Professional Development Plan

Please see Appendix 7 for 2021 Program Professional Development Plan.

Assessment

Staff professional development needs will be assessed through supervisor observations, performance evaluations, IN-QPSA program assessment, Limelight Analytics site evaluation and local evaluation reports, and program and school staff feedback. JBNC also seeks out collaborative opportunities with community stakeholders including IPS, Harshman, non-profits, and other youth-serving entities to identify mutually beneficial opportunities to participate in professional development. In assessing professional development needs, alignment with the CYC Competencies serves as a guide to identify necessary areas for development and growth. An orientation for all new staff will occur prior to beginning employment to ensure understanding of EDGE procedures, goals, and expectations. For staff that join EDGE mid-year, the IEAZ Talent Development and Compliance Coordinator will provide them with previous training and orientation materials. They will review information and demonstrate understanding by completing a summary within one week of employment.

Staff Plans

JBNC defines professional development opportunities based on level of program staff including program director, site coordinators, and direct service staff. Due to the availability and additional training needs of full-time staff, additional professional development opportunities are available to these staff levels. These opportunities typically include in state and out-of-state conferences, professional coaching, CYC Credential courses, and other activities that require a greater time commitment. As funding or scholarships are identified for part-time EDGE staff that are able to make commit to full day or ongoing trainings, these opportunities are promoted and staff are encouraged to participate. Full-time staff, including site coordinators and program directors, are required to participate in the ongoing professional development opportunities and staff meetings with Harshman and IPS District.

One-third of trainings will be designed on two tracks: 1) Staff with 1-2 years of OST program experience, and 2) Staff with 2+ years' OST experience. JBNC understands the learning needs of all staff vary significantly, especially based on previous experience with OST programs. Therefore, JBNC is intentional in how professional development opportunities are aligned to previous education and experience.

Additional trainings are offered to all staff, regardless of experience and education, to ensure consistent team building and development of the EDGE culture among all staff members.

Funds have been allocated to provide all appropriate staff with required 21st CCLC professional development including 3 annual professional development workshops/conferences and 2 annual regional meetings provided by IDOE, in addition to EDGE specific professional development. EDGE staff are required to participate in professional development tied to program goals and specific topics including curriculum, Indiana Academic Standards, teaching approaches, cultural competency, youth development, risk management strategies, behavior success plans, engaging families, social emotional development,



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equitable practices, and utilizing student data to guide programming. A variety of training activities will be incorporated including in-service trainings, staff meetings, webinars, conferences, workshops, individualized coaching, reading and media materials.

Enhancing Quality

Professional development activities are designed to enhance program quality and ensure EDGE staff members are adequately equipped to help the program reach its goals and objectives. All professional development activities align with CYC competencies as described in the JBNC Professional Development Plan. JBNC utilizes high quality, reputable training providers and resources to ensure that best practices and evidence based information and strategies are shared and developed with all staff. As described, EDGE incorporates multiple sources of information in assessing professional development needs. This informs what areas of programming would benefit from enhance quality and additional training for staff. By employing skilled and qualified site coordinators and an IEAZ Talent Development and Compliance Coordinator, JBNC is also able to adapt and tailor in-service professional development, professional and informal coaching, webinars, readings and media materials to individual staff needs. EDGE site coordinators and the IEAZ Talent Development and Compliance Coordinator have extensive experience in facilitating adult and youth learning opportunities, as well as, work with all staff daily. This allows for professional development to improve program quality is adaptable and meets the current needs of EDGE staff members. Finally, through the regular data collection and analysis, EDGE staff members are able to quickly identify where the EDGE program is not making progress toward goals and objectives. EDGE site coordinators collaborate with the IEAZ Talent Development and Compliance Coordinator utilize this data to inform decision-making about professional development needs and structure.



EVALUATION

Evaluation Plan

Evaluation of 21st CCLC programming provided by JBNC will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and EDGE advisory board members. Evaluation of high-quality out-of-school-time programming will be conducted through annual site visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, Limelight Analytics, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program is progressing toward its performance measures included in the Program Implementation Table presented on page 30 of the proposal. Data collection and assessment strategies used to track progress towards performance measures are described in detail below and are related to the Program Implementation Table on page 30.

- **Type of Data to be Collected** – Daily attendance, demographics, and math and reading grades will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies). On an annual basis, Limelight Analytics will prepare a detailed report that includes the following information: Evidence of program quality as measured by Indiana Afterschool Standards and Indiana Academic Standards; Student attendance trends; and Progress toward each performance measure. At the conclusion of the grant’s fourth year, a report that includes aggregated data across all years of the grant will be prepared and shared with JBNC, IDOE, and program stakeholders.
- **When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. EDGE program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by EDGE program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR



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Fall 2021	Site Visits: Quality Observations; Interviews with Program Staff	Data collected onsite by Limelight Analytics
March/April 2022	Administer Teacher Surveys	Cayen Systems 21 APR
	Administer Student Surveys	Return to Program Director
June 2020	Academic/School-based data: Grades	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.
- Utilizing Data for Program Improvement** – Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

Local Evaluator

JBNC has retained the services of Limelight Analytics to provide evaluation services for the proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with JBNC to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King’s evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st



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CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school districts and community-based agencies.

Strategies of Measurement

Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the Program Implementation Table in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the Indiana 21st CCLC Performance Measurement Framework: Academic, Social/Behavioral, and Family Engagement. All proposed performance measures represent outcomes (e.g., changes in the knowledge, attitudes and/or behavior of 21st CCLC participants or their family members), as required by IDOE. In addition, the total number of performance measures does not exceed the maximum of 12 allowed by IDOE. Finally, performance measures have been included to assess outcomes related to priority areas of programming (e.g., Social Emotional Learning).

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on classroom grades. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be collected from IPS and partner schools using pre-determined data sharing procedures outlined in the Memorandum of Understanding. These data will be securely stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

Although the Indiana 21st CCLC Performance Measurement Framework does not require that performance measures include metrics representing program attendance, participants' attendance patterns represent critical indicators of success for delivering consistent levels of academic, social, and behavioral support to Indiana students. As such, program attendance data will be tracked daily for all participants and regularly updated in the Cayen Systems 21 APR data management system. Using reports generated from Cayen Systems, these data will be reviewed quarterly by program leaders and the evaluator to ensure each program site is progressing toward meeting the regular attending participant targets set forth in this proposal.



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SAFETY AND TRANSPORTATION

Transportation To and From

JBNC has developed policies designed to protect all program participants in the areas of: student safety, personnel, transportation, and facilities/equipment based on IAN standards on Safety, Health, and Nutrition Standards to ensure best practices related to safety and transportation are embedded in EDGE programming. Three current JBNC 21st CCLC elementary programs are licensed childcare centers through the Indiana Office of Early Childhood and Out-of-School Learning Department and meet all safety and transportation requirements to maintain licensure.

EDGE staff follow all school policies and procedures regarding student safety. As a school-based site, the youth's teacher will ensure students arrive at EDGE program space in the school after dismissal. Families are given three options for program dismissal—an authorized adult picks up student, a JBNC bus will transport the student home, or the student will utilize approved IPS afterschool activity buses when available. Youth utilizing IPS buses will be escorted to the appropriate bus by EDGE program staff. Additionally, staff remain onsite at the school until all buses have left. JBNC manages a staff of three drivers, two full-size school buses, and two wheelchair -accessible shuttle vans. Drivers are required to complete background checks, maintain CDL licensure, attend mandated trainings, perform annual physicals, pass random drug tests, and ensure all safety requirements are met when transporting youth. JBNC vehicles meet ADA requirements and wheelchair-accessible. JBNC vehicles are utilized for any off-site activities and all transportation safety requirements apply for these additional trips. JBNC drivers are required to have a passenger list for all youth trips home and to program activities and track when all participants are dropped off at the appropriate location. An EDGE Youth Worker serves as a bus monitor during each trip with youth participants to assist with youth behavior and ensure there is always more than one adult present on the bus with youth passengers. JBNC drivers also perform a pre-trip vehicle check prior to any youth boarding the vehicle.

Since the EDGE program is school-based, the location is convenient and familiar for families. As demonstrated in the attached MOUs with IPS and Harshman, the school provides and maintains space and equipment which meets Indiana Health and Safety Codes, is free of hazards, conducive to academic learning, appropriate for the number of youth participants, and accessible to youth and families with disabilities. Program spaces include the school cafeteria, gym, classrooms, playground, and computer labs. JBNC has written policies in place for staff to inspect and report any observable safety hazards with structural hazards to IPS. Indiana Rule 4.6-"School Age Child Care Program" and Appendix A of the Indiana Afterschool Standards will be reviewed with EDGE program staff, accompanied by training on specific JBNC safety policies and risk management strategies to ensure safe and reliable spaces.

Needs of Working Families

JBNC understands the needs of working families and strives to eliminate barriers to youth supervision and afterschool academic support by providing services that meet family needs. By providing transportation services home for youth and operating hours until 5:30 p.m., EDGE is able to



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accommodate the schedule and transportation needs of working families. Many parents in the community work in industries that do not offer a typical 9 a.m. – 5 p.m. schedule and therefore, it is essential that EDGE program activities, family events, meetings and calls with parents, and social capital events are available on a variety of days and hours. EDGE staff are flexible with the hours they communicate with families and ensure that they are respectful of various family schedules. EDGE activities also often include a meal and childcare to ensure that families are able to fully participate in the activity without distractions or the stress of several tasks to attend to after the activity.

On-site safety

EDGE staff follow all school policies and procedures regarding student safety. Prior to enrollment, parents are required to complete a form listing authorized adults to pick up their student. EDGE staff will verify photo identification for any unfamiliar adults and ensure they are an approved adult for pick up and mark students' exit on weekly attendance sheets. If an unauthorized adult attempts to pick up a child, the parent and program director will be notified immediately. Group sizes are monitored by an appropriate number of staff to maintain a 1:10 staff to student ratio for all activities. During off-site activities, program staff are required to count participants during arrival and departure, and a minimum of every 30 minutes when at the off-site location. Group sizes are monitored to maintain a 1:10 staff to student ratio for all activities. At off-site activities, program staff are required to count participants during arrival and departure, as well as at a minimum of every 30 minutes when at the off-site location. Since Harshman students walk to the BFLC each day, EDGE staff ensure that they are positioned in areas that allow for optimal supervision and safety during the brief walk to the program site.

Hiring Practices & Background Checks

JBNC employment selection process includes an online questionnaire and application, personal interview, observation of the EDGE program, and reference checks. JBNC then completes a fingerprint-based Criminal History Check of the National and State Record Databases by the Indiana Department of Child Services, National Sex Offender Search by the U.S. Department of Justice, and a Limited Criminal History Search by the IN State Police. All background checks are completed by the JBNC Chief Operating Officer, are redone annually and stored in a locked file cabinet that only JBNC leadership can access. Employability will be determined based on results in accordance to JBNC, IPS, and IDOE background check policies. Staff are trained a minimum of 25 hours per school year on topics including First Aid/CPR, safety procedures for on and off-site activities, incident reporting procedures, policies related to reporting signs of abuse and neglect, behavior success techniques, activity facilitation, restorative justice practices, and general youth development topics. For positions that require specific licenses or credentials, JBNC will verify qualifications at initial point of employment and monitor on an annual basis to ensure continued adherence.



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PROGRAM STABILITY

Overall, JBNC has created a sustainability plan built upon strategies developed over the past ten years by leveraging resources to sustain, enhance, and develop new efforts to serve residents on the Near Eastside of Indianapolis. These are JBNC's six strategies to leverage resources:

1. **Program performance:** JBNC is committed to meeting or exceeding program goals, outcomes, and service levels in any grant received. Through strong and high-impact program performance, JBNC remains an attractive organization for funders to invest in through continued renewal grants and available future resources as part of these funders' strategies to achieve their mission and meet their objectives.
2. **Federal grants:** With the advent of the IndyEast Promise Zone, JBNC has a dedicated federal liaison to help JBNC and other partners navigate potential federal resources and receive technical assistance in support of leveraging federal resources towards community and organizational goals. Most recently, JBNC was awarded a five year Full-Service Community Schools award from the U.S. Department of Education which will ensure enhanced and sustained program efforts.
3. **National Foundation funders:** More recently, JBNC has been developing relationships with national foundations and has been pursuing a strategy to attract funding in support of organizational and community priorities. JBNC's strategy is to broaden presentations of its work in national settings such as conferences and other gatherings to begin informing national funders of potential ways they could invest in the work being done here in Indianapolis.
4. **Grant infrastructure:** To support the above activity, in 2014, JBNC shifted resources from traditional fund development efforts such as special events and fundraisers towards the creation of a grants development department. With two full-time grant writers now on staff, JBNC has built out a high-level strategy to develop the relationships, research, and tools to more effectively pursue public and private grants.
5. **Organizational Endowment:** In 2017, JBNC was awarded a \$10M grant from Lilly Endowment specifically to support the financial sustainability of the organization. Of that amount, \$7.4M is a permanently restricted organizational endowment, with earnings to be used as designated by the JBNC Board of Directors. In 2019, JBNC's Board allocated \$320,000 of the organization's endowment to support the IEAZ and its 2GEN services.
6. **Social enterprise/fee generating activities:** JBNC employs a sustainability strategy focused on using its expertise to generate income from fee generating activities. While unpredictable in forecasting, JBNC has experienced success in generating income from providing technical expertise to other non-profit agencies.

In addition to these strategies, JBNC has developed public and private partnerships with the following entities, who support EDGE programming: NFL Foundation, Nicholas H. Noyes Foundation, Indiana Sports Corporation, Junior League of Indianapolis, Samaritan Foundation, Drug Free Marion County, Lilly Endowment Inc. Summer Youth Program Fund, and United Way of Central Indiana Family Opportunity Fund. JBNC acknowledges that 21st CCLC funding plays a vital role in the implementation of the EDGE afterschool and programming. However, JBNC is also committed to increasing capacity and program resources to ensure sustainability in the absence of 21st CCLC funds. This commitment includes maintaining program activity and the number of students served at a level consistent with full funding. Part



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of this commitment includes pursuing funding opportunities as they arise. For example, on August 10, 2020, JBNC submitted a proposal to the Lilly Endowment for its Youth Program Resilience Fund, anticipating funding to support the continuation of services and expansion of school-day programming required due to COVID-19.

In year one of programming, JBNC will leverage the skills and expertise of the grant development department, JBNC leadership staff, and community stakeholders to identify specific funding sources and strategies to blend state, local and federal funding to ensure the maximum number of youth and families are served while delivering high quality programs which meet or exceed grant compliance requirements. Through intentional braiding and blending of multiple funding sources, a significant number of outcomes will be achieved through deliberate development opportunities and alignment of staff expertise and time. The grant development department and JBNC leadership support allow for staff directly connected to EDGE programs to have the capacity to appropriately dedicate to 21st CCLC program development and implementation. These actions will positively impact the sustainability of 21st CCLC programming beyond the four year grant period.



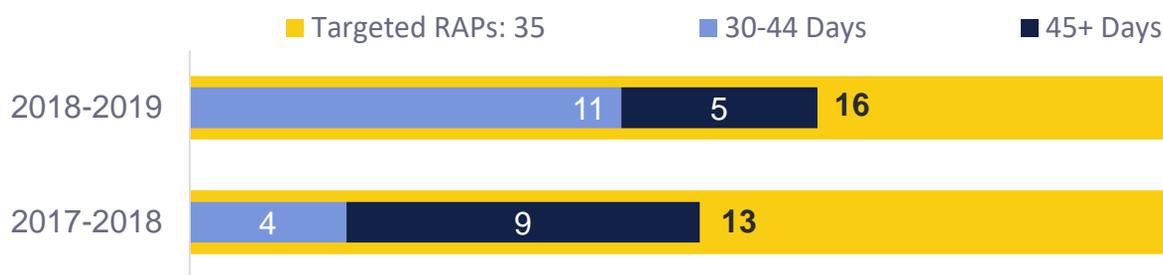
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APPENDIX 4 – 21ST CCLC LOCAL EVALUATION EXECUTIVE SUMMARY

Program Attendance

- John Boner Neighborhood Centers has provided programming at Harshman Middle School for the past 8 years.
- During the 2017-2018 school year, the site served 4 students for 30-44 days and 9 students for 45+ days.
 - In 2018-2019, Harshman Middle School served significantly more students for 30-44 days (n=11), while serving 5 students for 45+ days.
 - Given the early closure of the program due to COVID-19, the program showed promising attendance patterns during the second year of the grant, serving more students for at least 30 days compared to the previous year.

**Harshman Middle School
 School-Year Program Attendance**



2018-2019 Progress Toward Academic & Social/Behavioral Performance Measure

Students who attended the Harshman Middle School afterschool program showed positive outcomes for math and ELA grades. At least 50% of students earned a “B” or better or improved their ELA and math grade from fall to spring. Additionally, 40% of teachers reported that regularly attending participants improved (or did not need to improve) turning in homework. Students who attended the program reported strong social/emotional behavior changes and improved behavioral management skills.

Outcome	Target	Performance Measure
75%	65%	of 7 th -8 th grade regular participants will earn a “B” or better or improve their math grade from fall to spring
50%	55%	of 7 th -8 th grade regular participants will earn a “B” or better or improve their ELA grade from fall to spring
100%	70%	of 7 th -8 th grade students will demonstrated increased pro-social behaviors (getting along with other students that are different from them, working well in groups, listening to other students' ideas) as measured by student surveys
100%	70%	of 7 th -8 th graders will demonstrate increased positive behavior management skills (working out their problems, learning where to go if they need help with a problem, trying to help other students when they are upset) as measured by student surveys



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APPENDIX 5 – 2018 & 2019 PROFESSIONAL DEVELOPMENT PLANS

John Boner Neighborhood Centers – Professional Development Plans 18-19SY, Cohort 9, YR1

Professional Development Activity	Provider of Activity	Dates	Expected Staff Outcomes	Budgeted Amount
<p>Trauma-informed Care Training – full training for entire JBNC organization, including all full- and part-time staff with EDGE. All staff will receive a “trauma 101” with a selected group of full-time staff and key positions to receive intensive training to ensure trauma-informed practices are being utilized appropriately across the entire organization.</p> <p><i>Required for all JBNC staff</i></p>	<p>Karen Simms Consulting</p>	<p>July 2018</p>	<ul style="list-style-type: none"> • Knowledge on trauma and the impact on behaviors and actions; understanding of toxic stress and trauma’s impact on brain development and learning; evaluation of practices and policies to ensure all follow a trauma-informed approach 	<p>Paid for through other funding sources</p>
<p>Human Centered Design Process Training – workshops for key full-time staff, including EDGE program director and site coordinators on using the human centered design process to address challenges and align work directly with goals and outcomes</p> <p><i>Required for identified JBNC key staff positions including EDGE program director & site coordinators</i></p>	<p>Unknown at this time – currently researching applicants</p>	<p>July 2018</p>	<ul style="list-style-type: none"> • Knowledge on how to approach challenging/ambiguous problems and reframe some of the “old” issues or challenges in new ways while emphasizing how we gain the human perspective and do the “human” research, not scientific research. New skills to engage our teams and customers in the process of change and generate new ideas to approach work using these 6 phases: Framing, Research, Synthesis, Concepting, Prototyping, and Piloting 	<p>Paid for through other funding sources</p>
<p>EDGE Summer Program Training – 2 full day group training sessions for staff provided prior to the beginning of summer camp</p> <p><i>Required for all Lead Summer Camp Counselors, PACT Counselors, and site coordinators</i></p>	<p>Program Director and Site Coordinators; uLEAD; Playworks; Camptown</p>	<p>May 2018- June 2018</p>	<ul style="list-style-type: none"> • Knowledge regarding: program policies and procedures, staff roles and expectations, behavior management, best practices, implementing activities, program resources, and cultural competency. • Gain insight into critical importance of youth work and the significant role they play in achieving program goals. 	<ul style="list-style-type: none"> • uLEAD: Paid through 21CCLC PD opportunities in 17-18 program year • Playworks: Occurs in 17-18 program year, costs will be split amongst 3 organizations participating, JBNC will pay \$834 with YR1 funding • Camptown: 1 full day teambuilding training at \$250

John Boner Neighborhood Centers – Professional Development Plans 18-19SY, Cohort 9, YR1

				<ul style="list-style-type: none"> Other portions of training are in-house, no costs associated
<p>New Staff Orientation - One 3 hour group session is provided at the beginning of the school year, followed by individual sessions for new staff as required.</p> <p><i>Required for all staff prior to beginning position</i></p>	<p>Program Director and Site Coordinators.</p>	<p>August 2018</p>	<ul style="list-style-type: none"> Knowledge regarding: program policies and procedures, staff roles and expectations, behavior management, best practices, implementing activities, program resources, and cultural competency. Gain insight into critical importance of youth work and the significant role they play in achieving program goals. 	<p>In-house training, no costs associated</p>
<p>Indiana Youth Institute (IYI) Conference - One 2 day conference per year.</p> <p><i>Required for site coordinators & director—sessions mandated or suggested by IDOE required.</i></p>	<p>Professionals and guest speakers.</p>	<p>December 2018</p>	<ul style="list-style-type: none"> Knowledge regarding: program environment, program content/curriculum, professionalism, nonprofit management, families and communities, and youth development. Locate resources and network with other youth serving agencies. 	<p>Registration for 3 staff members, \$450; parking fees up to \$34 for 2 days</p>
<p>21st CCLC Multi-State Conference - One, 2-3 day conference per year.</p> <p><i>Required for all program site coordinators and program director.</i></p>	<p>Professionals and guest speakers selected by 21st CCLC Multi-State conference planning team.</p>	<p>October 2018</p>	<ul style="list-style-type: none"> Knowledge regarding: program environment, program content/curriculum, professionalism, nonprofit management, families and communities, and youth development. Locate resources, network with other youth serving agencies. 21st CCLC state updates, EZReport information, and requirements for IDOE. 	<p>Registration for 3 staff members, \$375; parking fees up to \$34 for 2 days</p>
<p>IAN Summit - Two, 1-2 day local meetings/conferences per year.</p> <p><i>Required for program site coordinators, program director.</i></p>	<p>Professionals and guest speakers selected by IDOE 21st CCLC program staff.</p>	<p>April 2019</p>	<ul style="list-style-type: none"> Knowledge regarding: program environment, program content/curriculum, professionalism, nonprofit management, families and communities, and youth development. Locate resources and network with other youth serving agencies. 21st CCLC and other OST state and national updates, IN-QPSA information and support. 	<p>Registration for 2 staff members, \$130; parking fees up to \$34 for 2 days</p>

John Boner Neighborhood Centers – Professional Development Plans 18-19SY, Cohort 9, YR1

<p>Monthly Training Sessions - Minimum of nine, 3-4 hour sessions per school year.</p> <p><i>Required for all active front line staff.</i></p>	<p>Program Director and Site Coordinators; Outside activity providers utilized at least twice a year from IYI, IAN, MCCOY, and other youth development organizations</p>	<p>September 2018-May 2019</p>	<ul style="list-style-type: none"> ● Knowledge regarding: program policies and procedures, staff roles and expectations, behavior management philosophy, trauma-informed care, implementing activities, program resources, and cultural competency. ● Gain insight into critical importance of youth work and the significant role they play in achieving program goals. ● Knowledge and training on curriculum programs provided through 21st CCLC programming. 	<p>Activities will be shared across all EDGE staff groups, therefore, costs will also be shared. Several free opportunities will be included as well for EDGE site coordinators and program director including: IYI Youth Worker Cafes; IYI webinars; MCCOY webinars; MCCOY Summer Programs Professional Learning Community; IAN regional group meetings</p> <p>uLEAD team building workshop: \$500</p>
<p>Monthly Site Coordinator Meetings - Minimum of 12, 3 hour meetings per month throughout the school year.</p> <p><i>Required for all site coordinators.</i></p>	<p>Program Director; Program local evaluator, Limelight Analytics; IAN staff-led webinars focused on the design and implementation of the IN-QPSA.</p>	<p>August 2018-May 2019</p>	<ul style="list-style-type: none"> ● Share best practices, on-going support from peers and supervisor, leadership development; effective staff supervision skills. ● Review EDGE program goals and objectives, data, success, and lesson plans/curriculum ● Gain understanding of the importance of evaluation processes and the program self-assessment, the IN-QPSA. 	<p>Limelight Analytic meetings included in overall grant evaluation costs; no other costs associated with in-house meetings</p>

21st Century Community Learning Centers Program

Professional Development Plan

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

Cohort #:	9
Program Year #:	2
Name of Organization:	John Boner Neighborhood Centers
Program Director:	Brittany Kronmiller/Aimee Scott
Date Submitted:	2/7/2019

Professional Development Activity	Kids Connection Curriculum Training	Every (Mon)Day Matters	Personal and Professional Growth through Reflection and Self Care	Indiana Afterschool Network Summit	Team Building and Leadership	EDGE Summer Camps Training	Leading with Purpose	Peace Learning Center Workshop	EDGE University	EDGE University	Youth Voice and Choice	21 CCLC Multi-State	Leading with Purpose	Empowerment Session	Because Kids Count Conference
Day or Month activity will take place	2/18/2019	2/28/2019	3/25/2019	4/16-17/2019	5/18/2019	6/13-15/2019	7/2-3/2019	7/22/2019	8/17/2019	9/3/2019	9/25-26/2019	10/7-9/2019	10/18-19/2019	11/16/2019	12/1/2019
Community Partner/Facilitator (if applicable)	Kids Connection	JBNC Staff using Every Monday Matters materials	JBNC Staff	Indiana Afterschool Network	Shane Hartman, Camp Moneto	JBNC Staff	Shane Hartman, Camp Moneto	Peace Learning Center	JBNC Staff	JBNC Staff	Magnify Learning	Indiana Department of Education	Shane Hartman, Camp Moneto	JBNC/TBD	Indiana Youth Institute
Professional Development need to be addressed	This training will provide the knowledge and skills necessary to effectively implement a new curriculum that will focus on social/emotional development.	Staff have desire to give and receive feedback from other sites. Staff could benefit from getting to know their whole team and reflect on the larger impact (the impact of 5 sites collectively)	Staff have desire to give and receive feedback from peers.	Staff have desire to increase their knowledge of best practices in out-of-school-time learning.	Staff will meet and get to know the summer camp team. Staff have desire to develop skills to lead campers and fellow team members through a fun, impactful summer experience.	Staff have desire to gain knowledge of youth development, including restorative practices and relationship building skills. Staff have desire to gain understanding of camp expectations and logistics.	Staff have desire to increase knowledge of youth development, including leading activities effectively. Staff have desire to gain understanding of overnight trip expectations and logistics.	Staff have desire to develop knowledge and skills to implement programming that fosters positive relationship building and learning.	Staff have desire to gain knowledge of youth development, including restorative practices and relationship building skills. Staff have desire to gain understanding of EDGE Afterschool expectations and logistics.	Staff have desire to increase knowledge of youth development, including leading activities effectively and improving ability to practice restorative justice.	This training will provide knowledge and skills to implement project based learning practices in after school.	Staff have desire to develop further understanding of best practices in OST and hope to gain new ideas and increase networks.	Staff have desire to increase knowledge of youth development, including leading activities effectively. Staff have desire to further understand their purpose and impact in their work.	This session will allow youth workers to reflect in small and large groups and also individually.	Staff have desire to develop further understanding of best practices in OST and hope to gain new ideas and increase networks.
Staff to participate	Direct Service Staff	Direct Service Staff	Direct Service Staff	Direct Service Staff and Program Director	Direct Service Staff and Program Director	Direct Service Staff	Direct Service Staff and Program Director	Direct Service Staff and Program Director	Direct Service Staff	Direct Service Staff	Direct Service Staff	Direct Service Staff and Program Director	Direct Service Staff and Program Director	Direct Service Staff and Program Director	Direct Service Staff and Program Director
Desired Impact	Staff will gain information and develop skills that will improve their ability to lead social/emotional development skills.	Staff will be motivated to make an impact and prepared to finish the semester using their knowledge and skills of youth development. Staff will make changes using what they learned from observations and feedback.	Staff will develop leadership skills including the ability to give feedback to peers. Staff will gain a new understanding of self and the importance of self care. Staff will be empowered to grow in their knowledge and skills and have tools to implement desired behavior changes.	Staff will learn new ideas, access valuable resources and transform learning beyond the school day in Indiana.	Staff will leave feeling excited about the summer with confidence in their ability to work together and lead campers and one another.	Staff will leave with knowledge of youth development, including skills to build relationships, lead activities and foster growth.	Staff will develop leadership skills and confidence in their ability to lead activities with purpose. They will learn new skills and activities and feel prepared to lead the overnight camping trip.	Staff will begin preparing for the school year by developing knowledge and skills surrounding social emotional learning, diversity, and inclusion techniques	Staff will feel confident and prepared to work well and communicate in order to lead youth in the after school program.	Staff will feel confident and prepared to build strong relationships with youth while holding them to high expectations with understanding of individual differences and needs.	Staff will have necessary skills to integrate the power of play, group management techniques, and effective transition strategies	Staff will increase knowledge and skills to implement quality after school programs. Staff will gain knowledge of and ideas from 21 CCLC programs in multiple states.	Staff will develop leadership skills and confidence in their ability to lead activities with purpose. They will learn new skills and activities and feel empowered to lead and impact youth in their programs.	Staff will be motivated and feel empowered to make changes in their performance/behavior in order to impact the youth they serve. Staff will feel motivated and have tools to encourage this among their peers.	Staff will increase knowledge and skills to implement quality after school programs. Staff will gain knowledge of and ideas from other programs and expand their network.
CYC training area	Applied Human Development	Developmental Practice Methods, Professionalism	Relationship and Communication, Professionalism	All competencies will be covered throughout various workshops	Applied Human Development and Relationships and Communication	All competencies will be addressed	All competencies will be addressed	Applied Human Development, Relationships and Communication, Cultural and Human Diversity	All competencies will be addressed	Applied Human Development, Relationships and Communication, Cultural and Human Diversity	Applied Human Development	All competencies will be covered throughout various workshops	Applied Human Development	Applied Human Development, Relationships and Communication	All competencies will be covered throughout various workshops



21ST CCLC

APPENDIX 6 – PREVIOUS MONITORING VISIT RESULTS

21st Century Community Learning Centers

Compliance & Quality Monitoring Short Report - 2016

Prepared for: John Boner Neighborhood Centers



Compliance Indicators

Meets Requirements	Progressing Towards	Does Not Meet	Does Not Apply
95.8%	2.1%	0.0%	2.1%

Progressing Towards:

- ABPC.4: The grantee actively maintains and engages with an Advisory Board composed of program stakeholders.

Does Not Meet:

None Indicated

Quality Indicators

Meets Requirements	Progressing Towards	Does Not Meet	Does Not Apply
100.0%	0.0%	0.0%	0.0%

Progressing Towards:

None Indicated

Does Not Meet:

None Indicated



Indiana Department of Education

21st Century Community Learning Centers

Compliance & Quality Monitoring Report - 2016

Prepared for:

John H. Boner Community Center

September 2016

Monitoring and Quality Observation Details

Grant Agreement #		Lead Agency Name	John H. Boner Community Center
Servicing School District(s)	Indiana Public Schools	County	Marion
Program Director	Brittany Kronmiller	Date of Visit	September 26, 2016
Site Coordinator	Aimee Scott	Site Name/Location	Thomas Gregg Elementary



Part 1: Compliance Monitoring

Safety, Health & Nutrition (page 3)

Staff Management (page 6)

Program Implementation (page 8)

Program Evaluation (page 12)

Advisory Board, Partnerships & Collaboration (page 13)

Organizational Commitment and Capacity (page 14)

PERFORMANCE RATINGS:

Meets Requirements: Reviewer has seen sufficient evidence that the compliance indicator has been met. No further action required.

Progressing Towards: Reviewer has seen evidence that grantee is actively working towards implementing solutions or strategies to address deficiencies that exist related to the compliance indicator. Further action should be outlined in the Improvement Plan to address remaining deficiencies related to the compliance indicator identified.

Does Not Meet: Reviewer has not seen sufficient evidence that the compliance indicator has been met. Further action should be outlined in the Improvement Plan to address deficiencies related to the compliance indicator identified.

Safety, Health, and Nutrition

Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
<p>SHN.1: The grantee provides daily nutritional snacks/meals during program operations that meets the requirements of the US Department of Agriculture.</p>	<p>STANDARD 23: The program serves foods and drinks that meet the needs of all children and youth</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>SHN.2: The grantee addresses any unique health/dietary needs of students that have been identified by the parents and/or school</p>	<p>STANDARD 23: The program serves foods and drinks that meet the needs of all children and youth</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>SHN.3: The grantee has established and follows procedures for authorized student pick-ups</p>	<p>STANDARD 19: The safety and security of all children and youth are protected</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>SHN.4: The grantee has emergency contact information for students and staff which is readily accessible and maintained accessible to staff, and stored securely.</p>	<p>STANDARD 34: The program maintains personnel records of all staff</p> <p>STANDARD 35: Files of children and youth contain accurate and sufficient information and are properly maintained</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>SHN.5: The grantee has stored participant files and forms in a way that ensures student confidentiality.</p>	<p>STANDARD 35: Files of children and youth contain accurate and sufficient information and are properly maintained</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	

<p>SHN.6: The grantee has established an emergency readiness plan and has ensured awareness of the plan with all constituents at each site.</p>	<p>STANDARD 22: The staff work to protect and enhance the health of all children and youth</p> <p>STANDARD 28: Program policies and procedures are in place to protect the safety of all children and youth</p> <p>STANDARD 31: Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children/youth</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SHN.7: The grantee requires and maintains proof of CPR and First Aid training for all staff members</p>	<p>STANDARD 34: The program maintains personnel records of all staff</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SHN.8: The grantee conducts required fire/safety drills at each site</p>	<p>STANDARD 29: Program policies exist to protect and enhance the health of all children and youth</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SHN.9: The grantee has established adequate facility security measures to ensure student safety</p>	<p>STANDARD 19: The safety and security of all children and youth are protected</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SHN.10: The grantee has ensured activities are conducted in an accessible space to ensure student safety.</p>	<p>STANDARD 10: The program's indoor space meets the needs of all children/youth and staff</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	

***SHN.11: The grantee has policies and a system in place to ensure the safe use of the Internet and technology in compliance with state and national guidelines**

- Meets Requirements
- Progressing Towards
- Does Not Meet
- Does Not Apply

- Inclusion in Corrective Action Plan Indicated*

Staff Management

Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
SM.1: The grantee's organizational structure is well-defined	STANDARD 27: The program develops and implements a system for promoting continuous quality improvement STANDARD 30: Staff are professionally qualified to work with all children and youth	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
SM.2: The grantee has a process in place to ensure highly qualified and well-experienced individuals are hired	STANDARD 30: Staff are professionally qualified to work with all children and youth	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
SM.3: The grantee maintains appropriate documentation of employees and volunteers	STANDARD 34: The program maintains personnel records of all staff	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
*SM.4: The grantee recruits, screens, and trains volunteers to effectively support programs.	STANDARD 30: Staff are professionally qualified to work with all children and youth	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
SM.5: The grantee maintains a regular staff meeting schedule.	STANDARD 33: Staff receive appropriate support to make their work experience positive	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	

<p>SM.6: The grantee trains staff on program policy and procedure.</p>	<p>STANDARD 32: The training needs of the staff are assessed, and training is relevant to the responsibilities</p> <p>STANDARD 33: Staff receive appropriate support to make their work experience positive</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SM.7: The grantee assesses the training needs of staff and provides relevant training and ongoing professional development experiences</p>	<p>STANDARD 33: Staff receive appropriate support to make their work experience positive</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SM.8: The grantee evaluates staff and volunteers on a regular basis and provides feedback for continuous performance improvement</p>	<p>STANDARD 33: Staff receive appropriate support to make their work experience positive</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SM.9: The grantee ensures the appropriate credentialing of staff to meeting state and federal requirements.</p>	<p>STANDARD 26: The administration provides sound management of the program</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	
<p>SM.10: The grantee makes efforts to retain quality staff.</p>	<p>STANDARD 26: The administration provides sound management of the program STANDARD 33: Staff receive appropriate support to make their work experience positive</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>	

Program Implementation

Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
<p>PI.1: The grantee conducts activities in accordance with the hours of operation at each site as outlined in the original grant application.</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.2: The grantee is serving eligible students and their families in a manner that is consistent with the approved grant application</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.3: The grantee utilizes established methods for outreach and recruitment of eligible participants as described in the original grant application</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.4: The grantee maintains and implements strategies to ensure the student/staff ratio is appropriate and safe for the specific activity <i>As per Indiana Rule 4.6 of Child Welfare Services Administrative Code, there are no more than fifteen (15) children/youth, if there are five-year-olds, being supervised by one staff member</i> <i>As per Indiana Rule 4.6 of Child Welfare Services Administrative Code, there are no more than twenty (20) children/youth, if all are six years or older, being supervised by one staff member</i></p>	<p>STANDARD 36: Staff/child ratios and group sizes permit the staff to meet the needs of children and youth</p>	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	

<p>PI.5: The grantee is servicing the proposed target number of students as stated within the approved grant application.</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.6: The grantee is servicing the proposed target number of adults as stated within the approved grant application.</p>		<input type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.7: The grantee provides equitable services to students, including those with disabilities and eligible nonpublic school students who were identified in the approved application.</p>	<p>STANDARD 37: Staff, families, and schools share important information to support the well-being of children and youth</p> <p>(25) Program policies and procedures are responsive to the needs of all children, youth, and families in the community</p>	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.8: The grantee encourages parental and family involvement by offering at least one parental involvement activity at each site annually.</p>	<p>STANDARD 8: Staff support families' involvement in the program</p>	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>PI.9: The grantee actively communicates with parents regarding program activities and engagement opportunities.</p>	<p>STANDARD 37: Staff, families, and schools share important information to support the well-being of children and youth</p>	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	

<p>PI.10: The grantee is providing a curriculum of comprehensive activities consistent with the minimum required hours of operation and the approved grant application.</p> <p><u>Minimal Requirements</u> 12 hours per week, 4 days per week</p> <p><i>Middle School:</i> 10 hours per week</p> <p><i>High School:</i> 8 hours per week</p>	<p>STANDARD 14: Activities and the curriculum reflect the mission of the program and promote the development of all children and youth in the program</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> Inclusion in Corrective Action Plan Indicated</p>	
<p>PI.11: The grantee employs inquiry-based activities, that are experiential, hands on, and learner directed as part of the academic curriculum.</p>	<p>STANDARD 14: Activities and the curriculum reflect the mission of the program and promote the development of all children and youth in the program</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> Inclusion in Corrective Action Plan Indicated</p>	
<p>PI.12: The grantee sets clear standards for student behavior and implements disciplinary procedures and strategies as necessary</p>	<p>STANDARD 5: Staff utilize positive techniques to guide the behavior of children and youth</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> Inclusion in Corrective Action Plan Indicated</p>	
<p>PI.13: The grantee employs an effective marketing strategy to publicize the program and its achievements within the school and broader community.</p>		<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> Inclusion in Corrective Action Plan Indicated</p>	
<p>P.14: The grantee has developed and utilizes communication strategies to engage the students' schools and teachers</p>	<p>STANDARD 13: Programs are intentional about supporting and accelerating student learning</p>	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> Inclusion in Corrective Action Plan Indicated</p>	

***PI.15: The grantee provides transportation to meet the needs and schedule of students who participate.**

STANDARD 28: Program policies and procedures are in place to protect the safety of all children and youth

- Meets Requirements
- Progressing Towards
- Does Not Meet
- Does Not Apply

- Inclusion in Corrective Action Plan Indicated*

Program Evaluation			
Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
PE.1: The grantee has retained an outside evaluator who conducts local level evaluation activities.	STANDARD 27: The program develops and implements a system for promoting continuous quality improvement	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
PE.2: The grantee routinely utilizes the information from evaluations to inform the decision-making process to ensure program quality and improvement.	STANDARD 27: The program develops and implements a system for promoting continuous quality improvement	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
PE.3: The grantee regularly communicates evaluation findings to staff members, partners, parents, students, and other stakeholders.	STANDARD 27: The program develops and implements a system for promoting continuous quality improvement	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
PE.4: The grantee identifies and shares promising practices that are identified through evaluation procedures.	STANDARD 27: The program develops and implements a system for promoting continuous quality improvement	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	

Advisory Board, Partnerships, and Collaboration

Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
<p>ABPC.1: The grantee works in collaboration with at least one partner to implement program services in accordance with the grant application</p>		<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>ABPC.2: The grantee makes strategic efforts to recruit new partners</p>		<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>ABPC.3: The grantee retains partners and maintains collaborative relationships through effective communication efforts, planning, and evaluation.</p>		<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	
<p>ABPC.4: The grantee actively maintains and engages with an Advisory Board composed of program stakeholders.</p>	<p>STANDARD 8: Staff support families' involvement in the program</p>	<p> <input type="checkbox"/> Meets Requirements <input checked="" type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input checked="" type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i> </p>	<p>Grantee has an Advisory Board, however documentation not included</p>

Organizational Commitment and Capacity

Compliance Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes / Missing Documentation
<p>OCC.1: The grantee has developed a written sustainability plan to ensure the programs longevity after the grant period concludes.</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>OCC.2: The grantee has developed a resource development plan including the pursuit of funding and in-kind support to sustain the program as grant support decreases</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>OCC.3: The grantee maintains documentation of contributions (in-kind or financial resources)</p>		<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	
<p>OCC.4: The grantee has established linkages with other federal, state, and local agencies to coordinate and maximize the use of available resources.</p>	<p>STANDARD 25: Program policies and procedures are responsive to the needs of all children, youth, and families in the community</p>	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply <input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i>	



Part 2: Quality Monitoring

Positive Relationships (page 16)

Learning-Focused Interactions (page 17)

Positive Behavior Management (page 18)

Indoor Space (page 19)

Accelerating Student Learning (page 20)

PERFORMANCE RATINGS:

Meets Requirements: Reviewer has seen sufficient evidence that the Quality Indicator has been met. No further action required.

Progressing Towards: Reviewer has seen evidence that grantee is actively working towards implementing strategies that address quality indicator. Further action can be outlined in the Improvement Plan to increase progress towards the Quality Indicator.

Does Not Meet: Reviewer has not seen sufficient evidence that the Quality Indicator has been met. Further action should be outlined in the Improvement Plan to address deficiencies related to the Quality Indicator.

Positive Relationships			
Quality Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes
PR.1: Staff treat children with respect and listen to what they say.	Standard 1: Staff relate to all children and youth in positive ways.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PR.2: Staff create a welcoming and comfortable environment for children.	Standard 1: Staff relate to all children and youth in positive ways.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PR.3: Staff respond to children with acceptance and appreciation.	Standard 1: Staff relate to all children and youth in positive ways.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PR.4: Staff are engaged with all children.	Standard 1: Staff relate to all children and youth in positive ways.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	

Learning-Focused Interactions

Quality Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes
<p>LFI.1: Staff ask questions that encourage children/youth to think for themselves.</p>	<p>Standard 4: Staff interact with all children and youth to help them learn.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	
<p>LFI.2: Staff share skills and resources to help children/youth gain information and solve problems.</p>	<p>Standard 4: Staff interact with all children and youth to help them learn.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	
<p>LFI.3: Staff vary the approaches they use to help children/youth learn.</p>	<p>Standard 4: Staff interact with all children and youth to help them learn.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	

Positive Behavior Management

Quality Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes
PBM.1: Staff encourage children/youth to cooperate, share, care for materials, or join in activities.	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PBM.2: Staff set appropriate limits for children/youth.	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PBM.3: Staff use positive behavior management methods.	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
PBM.4: Staff encourage children/youth to resolve their own conflicts whenever possible.	Standard #5: Staff use positive techniques to guide the behavior of children and youth.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	

Indoor Space

Quality Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes
IS.1: There is enough room for all program activities.	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
IS.2: Children/youth can get appropriate materials out and put them away by themselves with ease.	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	
IS.3: The indoor space reflects the work and interests of the children/youth.	Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.	<input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply	

Accelerating Student Learning

Quality Indicator	Alignment with Indiana Afterschool Standards	Performance Rating	Notes
<p>ASL.1: Programs have scheduled times and quiet places for academic support and homework completion.</p>	<p>IAN Standard #13: Programs are intentional about supporting and accelerating student learning.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	
<p>ASL.2: Connections between learning activities and real life applications are made relevant and clear to children/youth, parents and staff.</p>	<p>IAN Standard #13: Programs are intentional about supporting and accelerating student learning.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	
<p>ASL.3: Program activities include content consistent with Indiana Academic Standards.</p>	<p>IAN Standard #13: Programs are intentional about supporting and accelerating student learning.</p>	<p> <input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply </p>	

Indiana 21st CCLC Program Improvement Plan: COMPLIANCE

Program: John Boner Neighborhood Centers

Program Director: Brittany Kronmiller

Compliance Domain	Compliance Indicator Addressed	Strategies to Address Compliance Deficiency	New Processes, Materials, or Policies Needed to Ensure Compliance	Timeline	Staff Involvement	Status <i>(Not Started, In Progress, Complete)</i>	Outcome/Progress
EXAMPLE: Safety, Health & Nutrition	SHN.2: The grantee addresses any unique health/dietary needs of students that have been identified by the parents and/or school	Program will secure funds from an external source to purchase snacks for students with wheat, milk, and/or egg allergies.	New budget allocations for North Elementary site and South Elementary Site, which both serve students with food allergies that prevent them from eating typical snacks.	Alternate snacks will be available for students by February 28, 2017	Program Director; site coordinators for North and South Elementary School sites	In Process	Program has met with 3 external donors in attempt to secure funds to support snack purchase.
Advisory Board, Partnerships & Collaboration	ABPC.4: The grantee actively maintains and engages with an Advisory Board composed of program stakeholders.	Site coordinators will identify current members of their INQPSA teams that would be appropriate members of the EDGE Advisory Board. These members will be contacted with a description of Advisory Board goals, responsibilities, and time commitment. The EDGE Board will then begin meeting to determine major focus of work and further define the group goals. While an Advisory Board has been established, more consistency and definition are necessary to be effective. Minutes will be kept from all meetings and an Advisory Board check-in will become a regular item on monthly site coordinator meetings. The Advisory Board will be engaged with all EDGE sites including summer.	Once the EDGE Advisory Board is established, the group schedule with quarterly meetings will be defined, as well as an agreed upon description of Board member roles and responsibilities. This description will be added into the EDGE handbook as protocol for future years. Minutes will be taken for each meeting and kept in the Advisory Board binder.	A group meeting with Program Director and Site Coordinators will occur on 2/10/17 to discuss Advisory Board and begin identifying who would be beneficial to add to the Board. Potential members will be identified by February 13, 2017. General description of goals, responsibilities, and time commitment will also be developed by 2/13/17. Potential members will be contacted by 2/20/17. First meeting will occur by 3/31/17.	Program Director; site coordinators for all EDGE sites	In Progress	Meeting has occurred with all EDGE site coordinators and discussion about the goals and need for an advisory board were discussed. A description of the Advisory Board Member's role and responsibilities was developed and 6 potential members were identified, including principals, community partners, parents, and other stakeholders. Other ideas for possible members have also been discussed including OST professionals from IAN and Childcare Answers, and external evaluator. The initial meeting was planned to be initiated by Program Director with an invite to a meeting by June 30th. However, due to the timing of the program year and the continued number of transitions that are occurring, including losing a site coordinator right before summer, and the Program Director role transitioning, this has been delayed. A new Youth Services Manager, who will oversee 21CCLC program sites, will be hired at the end of July 2017. Once that person is onboarded, they will engage with the identified stakeholders and facilitate the initial meeting in August 2017 where goals for the 17-18 school year and general role of the advisory board will be discussed at that time. It has been determined that this will be the best timing for the implementation of the Advisory Board to ensure a consistent relationship, messaging, and to bring a renewed energy to support programming efforts. During this time, staff were engaged with other stakeholders, including staff from Cummins, to determine the fit of a Six Sigma project and a deeper level of support from the Cummins company.



Indiana Department of Education

21st Century Community Learning Centers

Agency Information			
Grant Agreement #		Lead Agency Name	Near Eastside Innovation School Corp (fiscal agent) & John H. Boner Center (program management)
Servicing School District(s)	IPS	County	Marion
Program Director	Aimee Scott (Brittany Kronmiller)	Date of Visit	1/31/19
Site Coordinator	Lana Brown	Site Name/Location	Thomas Gregg Neighborhood School
		Site Evaluator	Erin Busk

General Comments Regarding Visit:

Grantee Identified Success

- Staff/student relationships
- Teacher presence in Genius Hour
- Families are connected to the program and not one individual staff
- Partnerships with organizations and school

Grantee Identified Challenges

- Finding staff (college student schedule, pre-work/lots of training, etc.)
- Mental health services and support for staff

Grantee Identified Opportunities

- Increasing capacity within the school
- Site coordinator positing really seen as a permanent role instead of temporary
- Site coordinator 'promo video'

Program Quality Monitoring

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence	Performance Metrics
<p><u>Positive Relationships:</u> Staff create a safe, inclusive atmosphere of respect and encouragement</p>	<p>Standard 1: Staff relate to all children and youth in positive ways.</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • Staff treat youth with respect • Staff create a welcoming and comfortable environment • Staff respond to children with acceptance and appreciation • Staff are engaged with all children 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Staff were welcoming and intentional with interactions. Interactions were positive and redirected when necessary, staff were consistently engaged with all youth.</p>			

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence	Performance Metrics
<p><u>Learning-Focused Interactions:</u> Staff promote problem solving and independent thinking by providing encouragement and resources.</p>	<p>Standard 4: Staff interact with all children and youth to help them learn.</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • Staff ask questions that encourage youth to think for themselves • Staff share skills and resources that help youth gain information and solve problems • Staff vary the approaches they use to help youth learn 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Staff encouraged youth to ask questions and solve problems using tools learned in the classroom and afterschool. Staff used teaching techniques to aid in problem solving. Various approaches were used (tech integration, project-based, etc.)</p>			

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence	Performance Metrics
<p><u>Positive Behavior Management:</u> Staff encourage youth to use conflict resolution skills while caring for their space and peers</p>	<p>Standard #5: Staff use positive techniques to guide the behavior of children and youth.</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • Staff encourage youth to cooperate, share, care for materials, or join in activities • Staff set appropriate limits for youth • Staff use positive behavior management methods • Staff encourage youth to resolve their own conflicts whenever possible 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Staff reinforced rules of program through engagement and consistency. Youth were encouraged to work together and share—staff used various positive behavior methods to encourage collaboration. Behavior issues appeared to be isolated.</p>			

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence	Performance Metrics
<p><u>Indoor Space:</u> The space is welcoming, size appropriate, and reflective of youth interests.</p>	<p>Standard #11: The indoor space allows all children and youth to take initiative and explore their interests.</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • There is enough room for all program activities • Youth can get appropriate materials out and put them away by themselves with ease • The indoor space reflects the work and interests of the youth 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Program had several different areas for activities. Space was adequate and youth-centered. Materials were easily accessible to youth—youth knew where to get what they needed (process in place).</p>			

Quality Indicator	Alignment with Indiana Afterschool Standards	Observational Evidence	Performance Metrics
<p><u>Accelerating Student Learning:</u> The program supports academic standards and real life application</p>	<p>IAN Standard #13: Programs are intentional about supporting and accelerating student learning.</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • Programs have scheduled times and quiet places for academic support and homework completion • Connections between learning activities and real life applications are made relevant and clear to youth, parents, and staff. • Program activities include content consistent with Indiana Academic Standards 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Program supports academic learning with space and time to accommodate homework completion and any necessary tutoring. Academic and enrichment programming connect school day learning to real life application. Standards are being met.</p>			

Compliance Monitoring

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Staff Management:</u> The grantee has planned professional development, staff recruitment and retention strategies, and implements onboarding and evaluation practices.</p>	<p>STANDARD 27: The program develops and implements a system for promoting continuous quality improvement</p> <p>STANDARD 30: Staff are professionally qualified to work with all children and youth</p> <p>STANDARD 34: The program maintains personnel records of all staff</p> <p>STANDARD 33: Staff receive appropriate support to make their work experience positive</p> <p>STANDARD 32: The training needs of the staff are assessed, and training is relevant to the responsibilities</p> <p>STANDARD 26: The administration provides sound management of the program</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • The grantee has a process in place to ensure highly qualified and well-experienced individuals are hired and retained • The grantee maintains a regular staff meeting schedule • The grantee trains staff on program policy and procedure • The grantee assesses the training needs of staff and provides relevant training and ongoing professional development experiences • The grantee evaluates staff and volunteers on a regular basis and provides feedback for continuous performance improvement • The grantee ensures the appropriate credentialing of staff to meeting state and federal requirements 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p>Additional Notes:</p> <p>Very in-depth and effective onboarding process ensues hiring practices are appropriate. Staff are consistently trained and observed for quality improvement. Staff meet regularly and maintain a standard PD plan.</p>			

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Program Implementation:</u> The grantee implements daily programming in comprehensive way, taking into account the needs of students, parents and the community, while in accordance with RFP guidelines</p>	<p>STANDARD 36: Staff/child ratios and group sizes permit the staff to meet the needs of children and youth</p> <p>STANDARD 25: Program policies and procedures are responsive to the needs of all children, youth, and families in the community</p> <p>STANDARD 37: Staff, families, and schools share important information to support the well-being of children and youth</p> <p>STANDARD 28: Program policies and procedures are in place to protect the safety of all children and youth</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • The grantee conducts activities in accordance with the hours of operation at each site as outlined in the RFP • The grantee maintains and implements strategies to ensure the student/staff ratio is appropriate and safe • The grantee is servicing the proposed target number of students as stated within the approved grant application • The grantee provides equitable services to students, including those with disabilities and eligible nonpublic school students who were identified in the approved application • The grantee is providing a curriculum of comprehensive activities consistent with the minimum required hours of operation and the approved grant application • The grantee has developed and utilizes communication strategies to engage the students' schools and teachers 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Program operates in accordance with RFP requirements. Programming hours and attendance numbers and correct. Communication strategies are utilized effectively.</p>			

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Program Evaluation:</u> **This will be an area to make sure the grantee is on track to secure an evaluator.</p>	<p>STANDARD 27: The program develops and implements a system for promoting continuous quality improvement</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> The grantee has retained an outside evaluator who conducts local level evaluation activities 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Grantee has secured and regularly engages with a local evaluator.</p>			

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Organizational Commitment and Capacity:</u> **this is a topic of conversation for monitoring at this time</p>		<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> The grantee has begun planning a sustainability plan 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Grantee has a organizational (John H. Boner Center) sustainability plan and several layers to maintaining programming should the need arise</p>			

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Advisory Board, Partnerships, and Collaboration:</u></p> <p>The grantee maintains collaborative partnerships and an Advisory Board reflective of the community served.</p>	<p>STANDARD 8: Staff support families' involvement in the program</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • The grantee works in collaboration with at least one partner to implement program services in accordance with the grant application • The grantee makes strategic efforts to recruit new partners • The grantee retains partners and maintains collaborative relationships through effective communication efforts, planning, and evaluation • The grantee actively maintains and engages with an Advisory Board composed of program stakeholders 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Grantee has several partnerships and continues to recruit partners based on need. Grantee has an advisory board that offers various ways of program improvement.</p>			

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Safety:</u> The grantee maintains a safe space for programming, secured area to youth files, and maintains appropriate emergency procedures.</p>	<p>STANDARD 19: The safety and security of all children and youth are protected STANDARD 34: The program maintains personnel records of all staff STANDARD 35: Files of children and youth contain accurate and sufficient information and are properly maintained STANDARD 22: The staff work to protect and enhance the health of all children and youth STANDARD 28: Program policies and procedures are in place to protect the safety of all children and youth STANDARD 29: Program policies exist to protect and enhance the health of all children and youth</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • The grantee has established and follows procedures for authorized student pick-ups • The grantee has emergency contact information for students and staff which is readily accessible and maintained accessible to staff, and stored securely • The grantee has stored participant files and forms in a way that ensures student confidentiality • The grantee requires and maintains proof of CPR and First Aid Training for all staff members • The grantee conducts required fire/safety drills at each site • The grantee has policies and a system in place to ensure the safe use of the Internet and technology in compliance with state and national guidelines 	<p><input checked="" type="checkbox"/> Meets Requirements <input type="checkbox"/> Progressing Towards <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Safety and pick up/drop off procedures are appropriate; all safety plans are in place. Staff receive CPR and First Aid training.</p>			

****THIS SECTION IS ONLY FOR SITES WHO PROVIDE FOOD SERVICE****

Compliance Indicator	Alignment with Indiana Afterschool Standards	Observation Evidence	Performance Metrics
<p><u>Health and Nutrition:</u> The grantee provides appropriate snack/meal services, as outlined in the requirements in the RFP</p>	<p>STANDARD 23: The program serves foods and drinks that meet the needs of all children and youth</p>	<p><i>Observational Evidence</i></p> <ul style="list-style-type: none"> • The grantee provides daily nutritional snacks/meals during program operations that meets the requirements of the USDA (if applicable) • The grantee addresses any unique health/dietary needs of students that have been identified by the parents and/or school (if applicable) 	<p><input checked="" type="checkbox"/> Meets Requirements</p> <p><input type="checkbox"/> Progressing Towards</p> <p><input type="checkbox"/> Does Not Meet</p> <p><input type="checkbox"/> Does Not Apply</p> <p><input type="checkbox"/> <i>Inclusion in Corrective Action Plan Indicated</i></p>
<p><u>Additional Notes:</u></p> <p>Program offers snack through the school. Program also offers a hot meal periodically through the week through a community partner.</p>			

Meets Requirements: Reviewer has seen sufficient evidence that the compliance indicator has been met. No further action required.

Progressing Towards: Reviewer has seen evidence that grantee is actively working towards implementing solutions or strategies to address deficiencies that exist related to the compliance indicator. Further action should be outlined in the Corrective Action Plan to address remaining deficiencies related to the compliance indicator identified.

Does Not Meet: Reviewer has not seen sufficient evidence that the compliance indicator has been met. Further action should be outlined in the Corrective Action Plan to address deficiencies related to the compliance indicator identified.



21ST CCLC

APPENDIX 7 – 2021 PROGRAM PROFESSIONAL DEVELOPMENT PLAN



IDOE 21st CCLC Program Professional Development Plan

Program Name	John Boner Neighborhood Centers
Program Director	Brittany Kronmiller/Aimee Scott

Professional Development Planning Process Reflection

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

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



IDOE 21st CCLC Program Professional Development Plan

Program Name	Near Eastside Innovation School Corporation
Program Director	Brittany Kronmiller
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
<i>Leadership Development</i>	<i>ULead</i>	<i>Improve team dynamics Improve team communication skills</i>	<i>Improved efficiency of program operations</i>	<i>Program Director - 1 Site Coordinator - 2 Front Line Staff - 7</i>	4	\$1,500	<i>50% from 21st CCLC 50% from Title II</i>	<i>January 2020</i>	<i>Professionalism</i>
EDGE University	In-House curriculum	Staff have desire to gain knowledge of youth development, including restorative practices and relationship building skills. Staff have desire to gain understanding of EDGE Afterschool expectations and logistics.	Staff will feel confident and prepared to work well and communicate in order to lead youth in the afterschool program.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9	36	0	Staff payroll costs to 21CCLC	June 2020-May 2021, monthly sessions	All competencies will be addressed



IDOE 21st CCLC Program Professional Development Plan

CPR/First Aid	American Red Cross	Staff will be trained and prepared in emergency situations; proficient in CPR and First Aid	Staff will feel more confident in their ability to address emergency health situations	Youth Workers - 6	4	\$75 per staff	100% - 21CCLC	As staff are hired or certification expires	Developmental Practice methods
21CCLC Multi-State	21CCLC	Staff have desire to develop further understanding of best practices in OST and hope to gain new ideas and increase networks.	Staff will increase knowledge and skills to implement quality after school programs. Staff will gain knowledge of and ideas from 21 CCLC programs in multiple states.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator- 1	16	\$165 per staff	100% - 21CCLC	Oct 2020	All competencies will be covered throughout various workshops
IYI Conference	IYI	Staff have desire to develop further understanding of best practices in OST and hope to gain new ideas and increase networks.	Staff will increase knowledge and skills to implement quality after school programs. Staff will gain knowledge of and ideas from other programs and expand their network.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator -1	16	\$185 per staff	100% - 21CCLC	Nov 2020	All competencies will be covered throughout various workshops
CBSG	Kids Connection	This training will provide the knowledge and skills necessary to effectively	Staff will gain information and develop skills that will improve their ability to lead social	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1	8	\$1750 total	100% - 21CCLC	Sept 2020	Applied Human Development



IDOE 21st CCLC Program Professional Development Plan

		implement a curriculum that will focus on social/emotional development.	emotional learning and development skills.	Site Coordinator – 1 Youth Workers - 9					
IAN Summit	IAN	Staff have desire to increase their knowledge of best practices in out-of-school-time learning.	Staff will learn new ideas, access valuable resources and transform learning beyond the school day in Indiana.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator - 1	16	\$150 per staff	100% - 21CCLC	April 2021	All competencies will be covered throughout various workshops
Leading with Purpose	Shane Hartman	Staff have desire to increase knowledge of youth development, including leading activities effectively. Staff have desire to gain understanding of overnight trip expectations and logistics.	Staff will develop leadership skills and confidence in their ability to lead activities with purpose. They will learn new skills and activities and feel prepared to lead the overnight camping trip.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9	24	\$1100 total	100% - 21CCLC	June & Oct 2020	All competencies will be addressed
Restorative Practices – Levels 1 and 2	Peace Learning Center	Staff have desire to increase knowledge of restorative practices and implementation in	Staff will understand how to utilize restorative justice practices and successfully implement strategies	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1	10	\$50 per staff	100% - 21CCLC	Sept 2020 – May 2021; multiple	



IDOE 21st CCLC Program Professional Development Plan

		youth programming. Staff have desire understand cooperative behavior strategies.	in alignment with EDGE behavior success plan.	Youth Workers - 9				sessions offered	
Discovering Implicit Biases & Educating for Equity	Peace Learning Center	Staff have a desire to implement equitable programming and increase awareness of personal challenges that inhibit equitable services.	Staff will increase education about systemic racism that impacts biases and equitable access to services. Staff will develop specific skills and strategies to address inequitable practices and biases.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9	10	\$35 per staff	100% - 21CCLC	Sept 2020 – May 2021; multiple sessions offered	
The Power of Play & The Power of YOU	uLEAD	Staff have a desire to improve their ability to build relationships with youth, coworkers, and develop their ability to positively influence a healthy youth development.	Staff will develop an understanding of the personal power and strengths, as well as how to intentionally lead activities designed to increase youth engagement and enjoyment.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9	12	\$1750 total	100% - 21CCLC	Sept 2020 – May 2021; multiple sessions offered	
Project Based Learning	Magnify Learning	Staff have a desire to meet expectations and ability to facilitate	Staff will increase knowledge of Project Based Learning model and	Program Director – 1 IEAZ Talent Development &	25	\$6500 total	100% - 21CCLC	Sept 2020 - ongoing	



IDOE 21st CCLC Program Professional Development Plan

		project based learning activities with fidelity.	how to successfully facilitate, implement, and assess projects with youth.	Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9					
Harshman Staff Meetings	Harshman	Staff have a desire to align with school day efforts, have an understanding of school goals, and improve relationships with school staff.	Staff will develop relationships with staff, establish presence as a school partner, and increase understanding of school goals, curriculum updates and implementation strategies.	Program Director – 1 Site Coordinator – 1	45	Free	N/A	Ongoing - biweekly	
Harshman Community Meetings	Harshman	Staff have a desire to align with community-wide efforts and develop mutually beneficial goals with all stakeholders.	Staff will develop relationships with community partners, establish presence as a school partner, and increase understanding of community goals and program updates.	Program Director – 1 Site Coordinator – 1	10	Free	N/A	Ongoing - quarterly	
IPS Family and Community Engagement Trainings	IPS District Family and Community Engagement staff	Staff have a desire to align with IPS District efforts to support families and implement a	Staff will develop relationships with community partners, IPS district, establish presence	Program Director – 1 Site Coordinator – 1	20	Free	N/A	Ongoing - quarterly	



IDOE 21st CCLC Program Professional Development Plan

		community school model.	as a school partner, and increase understanding of community and district goals.						
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Professional Development Plan Cost:

Total Estimated Cost	\$3,800	% of Total Budget	1% <i>*multiple cohorts of funding are utilized to support additional EDGE staff participation; Program Director and IEAZ Talent Development & Compliance Coordinator PD costs will be allocated to appropriate Cohort.</i>
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