

REQUEST FOR PROPOSAL (RFP) TEMPLATE

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| Program Name | 21 st Century Community Learning Centers Program (21 st CCLC) |
| Pass Through Entity | Indiana Department of Education |
| Office | Title Grants and Support |
| Federal Agency | U.S. Department of Education |
| Federal Award I.D. | S287C190014 |
| Fiscal Year of Award | 2019 |
| CFDA | 84.287 |

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| Release Date | February 12, 2020 |
| Intent to Apply Due <i>*an Intent to Apply is not required to submit a full application</i> | March 12, 2020 |
| Application Due | August 12, 2020; 11:59 p.m. EST |
| Electronic Submission Process | Submit the application here |
| For questions about the application, eligibility, or requirements | 21stCCLCprogram@doe.in.gov |

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. **Please do not add an additional cover page to the application—the first page of the application should be page 2 of this document.**

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deduction during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. **The Narrative must be in 12 point font, single or double spaced.** Applications should only be submitted once. Please ensure the application is finalized before submitting.

In addition to completing the narrative section, you must submit a completed budget **(in Excel format)**. [You can find the budget template here.](#) [You can find a budget template guide here.](#)

IDOE 21st CCLC staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access a Cohort 10 RFP overview webinar, [via this link](#). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. 21st CCLC staff will also provide technical assistance to applicants via a one-on-

one phone call, as needed. To schedule an individual time to speak to 21st CCLC staff, [click here](#). Please note 21st CCLC staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

Lastly, IDOE 21st CCLC staff is excited to announce the new Grantee Readiness Program, aimed at providing on-going virtual and in-person support to applicants. This initiative will provide applicants with monthly virtual and in-person sessions, each focused on an individual section of the RFP. In-person sessions will be held in two locations throughout the state and provide attendees with the virtual session content as well as time with content experts, available to offer thought-partnership on the content covered in that session.

Registration is required—dates, times, topics, & locations can be found via the registration link, [located here](#). As sessions occur, content (power points, resources, tools, etc.) will be saved to a shared online platform, [located here](#).

Applicants are encouraged to engage in the technical assistance opportunities listed above as they complete applications. If you have questions, please contact 21CCLCprogram@doe.in.gov.

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| NAME OF LEA OR ORGANIZATION | FOUNDATION FOR YOUTH |
| ADDRESS | 405 HOPE AVE |
| COUNTY | BARTHOLOMEW |
| NAME OF CONTACT PERSON | ANDREW YOUNG |
| TITLE | ASSOCIATE DIRECTOR |
| PHONE NUMBER | 317.224.6210 |
| EMAIL | CAMPFIREYOUNG@GMAIL.COM |
| NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | CHUCK KIME |
| EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | CHUCK@FOUNDATIONFORYOUTH.COM |

| 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 |
|---|-----------------------------|------------------------|------------------------------|--------------------------|
| MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000) | 78% | C | 80 | K-5 TH |
| FODREA 0375 | 44% | B | 29 | K-6 |
| LINCOLN 0346 | 30% | A | 25 | K-6 |
| CENTRAL MIDDLE 0390 | 46% | C | 22 | 7-8 |
| CLIFTY CREEK 0328 | 71% | C | 36 | K-6 |
| EAST HS 0399 | 31% | B | 8 | 9-12 |
| NORTH HS 0397 | 31% | B | 16 | 9-12 |
| SMITH 0371 | 61% | B | 46 | K-6 |
| SCHMITT 0369 | 75% | C | 64 | K-6 |
| MT. HEALTHY 0353 | 46% | B | 38 | K-6 |
| NORTHSIDE MS 0395 | 47% | B | 19 | 7-8 |

| | | | | |
|------------------------------|------------|----------|-----------|------------|
| PARKSIDE 0357 | 42% | B | 27 | K-6 |
| ROCKCREEK 0366 | 39% | A | 21 | K-6 |
| SOUTHSIDE 0392 | 20% | B | 68 | K-6 |
| TAYLORSVILLE 0377 | 74% | C | 19 | K-6 |
| RICHARDS 0363 | 43% | A | 29 | K-6 |

| NAME OF SITE | STREET ADDRESS | CITY/COUNTY |
|-----------------------------|------------------------------------|---------------------------|
| FOUNDATION FOR YOUTH | 405 HOPE AVE | COLUMBUS, IN 47201 |
| COLUMBUS YOUTH CAMP | 12454 W. YOUTH CAMP RD. | COLUMBUS, IN 47201 |

| | |
|---|---|
| <u>TOTAL GRADE LEVEL(S) TO BE SERVED</u> | 1ST-12TH |
| <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 | 5:30AM-10PM MO-SU 349 DAYS EACH YEAR |

| | |
|--|-------------------|
| <p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p> | <p>YES</p> |
|--|-------------------|

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

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

- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated

February 7, 2003. See

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

- 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.

Andrew Young

Applicant Name (LEA or Organization)



Authorized Signature

7.20.20

Date

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

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

Signature

Applicant Representative

Signature

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

The Foundation For Youth (FFY) has been serving the Columbus and surrounding communities since 1928. Our Mission, “to inspire and enable our youth, our community” encompasses both our strong presence in direct youth-service programs and our leadership providing backbone support to community-wide youth initiatives. Because of the breadth of our service to the community, we often refer to our “Cornerstones” to illustrate how our various offerings build the foundational supports for young people. Our Cornerstones are Commitment to Learning, Healthy Lifestyle, Character & Leadership, and Positive Identity. We believe that by focusing on the Cornerstones we develop a whole-child model that includes positive life outcomes and social-emotional strength. For this reason, program outcomes lean heavily on educational attainment and physical or social-emotional health.

Our request is for 21st Century to support and offset our sliding fee scale. Our current pricing model charges our more affluent families approximately \$2,500 annually. This includes both school semesters and all day attendance during summer. 45% of our students are participating at a reduced rate; 10% further receive 100% discounts. We view our request of \$2,500 per child (on financial assistance) as a sustainable approach that will help us meet the needs of those needing assistance the most. This additionally helps us take a longer view as currently sliding fee scale discounts to our programs are not directly offset by any existing fund.

Foundation For Youth serves as our community’s Youth Service Bureau and is the home of programs such as the **Boys & Girls Club, Big Brothers Big Sisters, Columbus Youth Camp, and Health and Fitness**. Additionally, we host approximately 2,500 youth athletes in organized leagues, swim lessons, and provide services within every school of our corporation through mentoring, Girls on the Run/Trailblazers, and substance abuse prevention efforts. Foundation For Youth provides supports to greater community efforts by serving as the host for the **Council for Youth Development and Safe Place**, as well as **Communities that Care and Drug Free Communities** substance abuse prevention efforts.

As a United Way member agency and Youth Service Bureau, FFY adheres to accreditation standards. Our national affiliates such as the American Camp Association and those listed above help ensure that our youth services are of the highest quality and pursue evidence-based, trauma-informed outcomes. Through the work of our Council for Youth Development, our community has a concerted effort to build Developmental Assets within and outside of the school setting. FFY requires Certified Youth Credentialing of our workforce and is a leader in our state in our involvement with that initiative.

In 2019 we recorded some 150,000 Intentional Contacts. This is our way of describing an intentional interaction with someone from our community. Think of it as a day spent at Camp, a Lifeskills lesson taught in health class, or a visit by a Big. We estimate this results in approximately 300,000 visits to our facilities annually. While percentages vary by program, the diversity of the Columbus community is reflected in our participants.

Prior to the COVID-19 Pandemic, our **Boys & Girls Club** had been serving at maximum capacity for 3 years. This was the primary driver for an intended capital campaign to help us serve more children in greater and safer ways. For us, capacity would be 240 kids every afternoon with spikes during the Summer exceeding 300. Because **Columbus Youth Camp** works in concert with the **Boy's and Girl's Club** during the Summer months, we began offering "Adventure Club" after school as an alternative for families and a means to address our increasing enrollments. While our Club and Camp utilize participant fees, many of our families are financially disadvantaged. We ensure that the full cost to families is less than our expense to deliver. More importantly, we offer a sliding fee scale that 45% of our Members advantage. Sliding Fee Scale discounts range from 25%-100% with the majority of discounts being at or above 75%.

In addition to Adventure Club, the Columbus Youth Camp offers social-emotional and substance abuse prevention programming to the Bartholomew County School Corporation (BCSC) and other systems in the region.

These programs are based on an experiential model which helps participants reflect on the topic in a cognitive-behavioral way. Prior to COVID-19 we were serving approximately 13,000 visits to Youth Camp annually. Many of these visits were rentals which helped support the mission of FFY. Since March of 2020 we have focused almost exclusively on serving families as they return to employment, and children as they yearn for social-emotional supports. While trauma affects a very high percentage of families, we recognize it is our role to ensure that children are provided safe, enriching opportunities.

Big Brothers Big Sisters is the oldest and most well-documented mentoring program in the world. Through extensive quality assurances, the program provides safe 1-to-1 mentoring to an average of 250 families annually. There is no cost to families for this service which is supported exclusively by the community. We have maintained our mentoring relationships virtually through the support of BBBS National and the commitment of our Bigs.

Our Health & Fitness offerings include the leagues listed above which were founded on the benefits of cooperation and competition. This would include the 500 young people who participate in Girls on the Run and Trailblazers which are offered in our local schools. It is important to recognize that these offerings include participation fees. We are only now exploring how we return to this service. ALL of our FFY evidence based programs have access to our Health and Fitness offerings.

Columbus is a very collaborative community. Much of FFY's work provides funding and strategic support for other community efforts. For example, our DMHA funding supports after-school programming to several other agencies. Our Safe Place program received a national award because it was inclusive of Law Enforcement and other community partners.

21st CCLC Funds will contribute funding to a small portion of those youth we serve at FFY, specifically ~270 participating in afterschool programs through Boy's and Girl's Club.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Minimum Criteria:

11 of the 14 Schools served by Foundation For Youth (FFY) and operated by Bartholomew County School Corporation (BCSC) meet the minimum criteria for funding under this initiative. However, the percentages of Free and Reduced Lunches do not tell the whole story of the needs of Bartholomew County Youth:

| Poverty in Bartholomew County Schools (IYI Data) | 2015 | 2018 | IN |
|---|-------------|-------------|-----------|
| Children in Poverty, Ages 0-17 | 15.5% | 12.6% | 18.0% |
| Students Receiving Free Price Lunch | 35.3% | 34.4% | 40.5% |
| Students Receiving Reduced Price Lunch | 9.0% | 7.8% | 7.5% |
| Food Insecure Children (2014 and 2017) | 19.2% | 16.0% | 17.4% |
| Students Experiencing Homelessness* | 485 | 509 | 18,811 |

Origin of Partnership:

Youth are the backbone of Bartholomew County and Foundation For Youth has been serving the needs of our community of children for nearly 100 years in partnerships with BCSC .

FFY engages youth through collaborative efforts among several youth-serving agencies with one of its strongest partners being the school system. BCSC is also the largest youth-serving organization in the community represented in this partnership. Foundation For Youth, the applicant agency, is a long-standing youth-serving organization in the community and home to several youth-serving programs: Big Brothers Big Sisters, Boys and Girls Club, and the Columbus Youth Camp. Each of these programs serve EVERY SINGLE SCHOOL managed through BCSC. We exist as partners in Transportation to and from schools to FFY, Food Security during breaks and summers, and in program delivery by hosting programs at school sites and through subcommittee partnerships like Counseling Counts.

Foundation For Youth, before the Covid-19 Pandemic was growing rapidly with three consecutive years of maximum capacity. Youth in FFY programs are engaged with community activities, leadership skill-building activities, and youth led activities. These skill-building and youth led activities occur weekly, while community activities currently occur quarterly. This consistency helps retain youth excitement and participation. Council For Youth Development of Bartholomew County stakeholders represent many sectors of the community including: business, government, non-profit, health, education, and various community coalitions, all with a vested interest in the development and engagement of youth in Bartholomew County. Additionally, Council For Youth Development has a Youth Empowerment workgroup in place for Bartholomew County with strategic focus areas. FFY Leaders sit on these councils alongside BCSC.

Priority Area:

It is Foundation for Youth's intention to always align programs with the needs in the community and data coming directly from the Bartholomew County Schools who serve our youth closest. Social and Emotional wellness is our focus at FFY which is aimed at directly addressing the gaps

identified by students in the 2020 Youth Index Survey. This series of gaps is especially relevant in the wake of the Covid-19 Pandemic where we have seen the impact on youth and family's mental health play out in our community and those we serve. However, this is not a new challenge and FFY has been focused on working through providing impactful, evidence based services for decades.

2020 Bartholomew County Youth Index measured perception of youth United Way Community Assessment pointed to youth in the Columbus Community and surrounding Bartholomew Counties as needing social emotional services specifically relating to offering a safe and nurturing environment for youth to exist in and promotion of school attendance and success. Additionally, a recent (September 2015, Indiana Prevention Resource Coalition) IPRC Study of the Southeast Regional Community found that youth in the community continue to have a positive attitude toward ATOD and have very little access to protective factors or support. The two specific examples cited above can be found:

The 2020 Bartholomew County Youth Index

https://drive.google.com/file/d/1bKjw_VY1ttBv4-ap9tKJD_P41mKv4jNI/view

The 2015 IPRC Assessment:

http://www.drugs.indiana.edu/publications/survey/indianaSurvey_2015.pdf

The 2015 IPRC Study of Southeast Indiana in tandem with Communities That Care showed that fourteen risk factors were assessed on the 7th- to 12th-grade instrument, and five risk factors were assessed on the 6th-grade instrument. For six of the risk factor scales, the percentages of youth considered to be at high risk increased with each successive grade (e.g., perceived availability of drugs, for which 20.9% [8th], 27.4% [10th], and 34.9% [12th] of youth were at high risk). These scales are: perceived availability of drugs, parental attitudes favorable toward drug use, low school commitment, early initiation of drug use, attitudes favorable to drug use, and interaction with anti-social peers. For two of the risk factor scales, the percentages 27 Report of youth at high risk exceeded 50.0% for at least one grade: family conflict (8th) and perceived risk of drug use (6th, 8th, 10th, and 12th).

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

1. New applicant who has never received 21st CCLC funds.
 - Foundation For Youth is a new applicant and has never applied for 21st CCLC funds in the past.
2. 25% of staff have completed the Child & Youth Care (CYC) Credential
 - 75% of FFY staff are CYC Credentialed.
 - Andrew Young, Associate Director acts as a CYC trainer in the Bartholomew County area.
3. Proposed programming will dedicate 30% or more of total programming time to specific supports for students with disabilities, English Language Learners, youth experiencing homelessness, youth engaged in the foster care system, and/or Migratory youth.
4. 30% of Programing funded under this grant will be used to support all of these initiatives. Currently:
 - FFY Operate the SAFE Place Program locally which directly impacts migratory and homeless youth.
 - FFY Offers support and care for youth with disabilities including adaptive sports in our athletics and aquatics programs
 - FFY supports LatinX youth and translates program documents into Spanish language

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Data Evidence and Identified Needs:

Evidence and Data points from multiple local sources supports the need for the programs FFY provides and their social, emotional, and educational benefit to the community at large. Specific examples referred to in this section are the Youth Outcome Index conducted by our local Council for Youth Development YDI (Youth Development Index), BCSC's INYS (Indiana Youth Survey) as well as the IPRC's Assessment on Alcohol Tobacco and Other Drug Use. FFY also measures the efficacy and need of each programs by following rigorous outcome standards set forth by our national programs, Boy's and Girl's Club of America, Big Brother/Big Sisters, and the American Camping Association as well as the accreditation standards through Indiana Youth Services Association.

While FFY has made great strides over the past decade to improve youth well-being, challenges remain for our young people and their families. U.S. Census Bureau data reflects significant neighborhood socio-economic disparities among local residents living within the 15 census tracts across Bartholomew County. Unfortunately, these inequities are even greater when focusing exclusively on the nearly 20,000 children who call our county home. Addressing barriers our youth face requires a deeper dive into county level data highlighting what young people experience, the choices they make, and the perceptions they share. The Council for Youth Development's Youth Development Index (YDI) provides these insights for Bartholomew County. The coalition's YDI aggregates data specific to our local residents and measures key indicators prioritized in our county's Youth Master Plan. This advocacy tool provides comparative data revealing areas where investment continues to be needed in order to ensure positive youth development for every young person in our community.

In March of 2019, over 5,000 Bartholomew County students, in sixth through twelfth grade, completed the Indiana Youth Survey (INYS). This was the first year Flat Rock-Hawcreek School Corporation joined Bartholomew Consolidated School Corporation in participating in the state-wide survey. The survey is administered by Indiana University's Institute for Research on Addictive Behavior and focuses on mental health concerns as well as substance use and perceptions by young people. By providing this confidential and anonymous survey, youth have the opportunity to share current struggles and the community has better information to target help through policies, programs, and prevention initiatives.

We believe ***social and emotional learning competencies*** are critically important for the long-term success of our students both in and outside of the classroom. Data points below contribute to a holistic approach to the learning experience beginning in the early years and continuing through adulthood.

Kindergarten Retention Rates

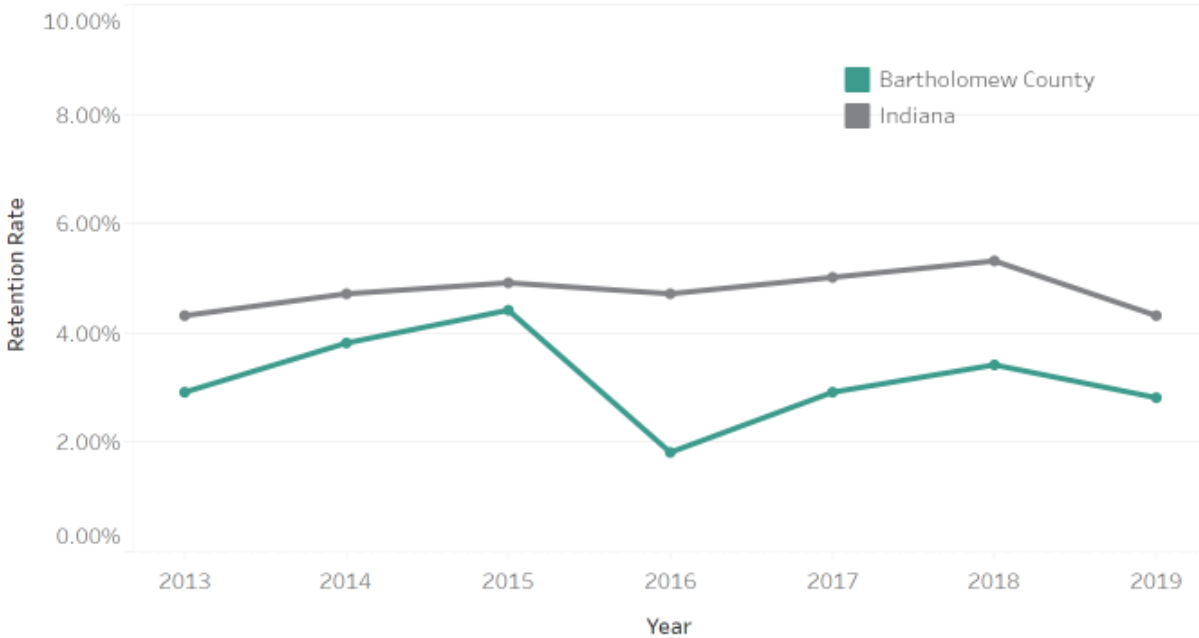
Complex factors such as social-emotional maturity and academic ability may account for the decision to retain a student for another year. According to [Scholastic 100](#), "A child who exhibits ***social and emotional behavior*** that is age-inappropriate and is unable to attend to academic

tasks might be a good candidate for retention. Another year of kindergarten could be considered as a ‘gift of time’ to allow the student to grow and develop social and emotional skills.”

Kindergarten retention rate measured by the [Department of Education Indiana](#), contribute to our understanding of kindergarten readiness in Bartholomew County.

Kindergarten Retention Rate

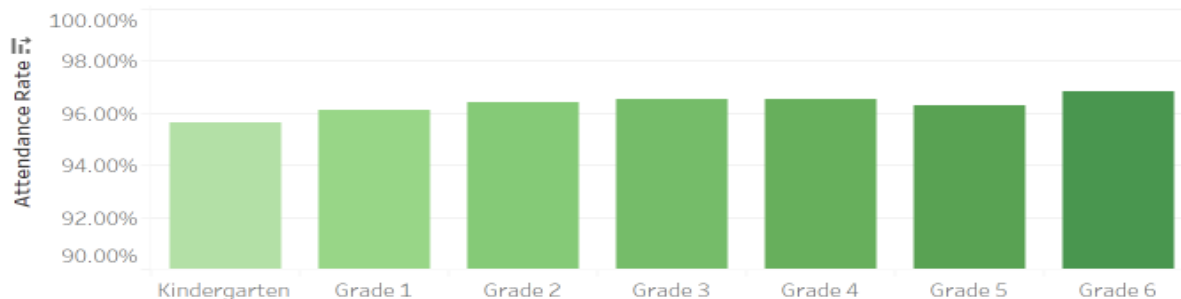
Bartholomew County vs. Indiana



School Attendance in Bartholomew County

Research supports a strong correlation between student attendance and academic achievement. According to [Brookings Institution](#), “Physically being present in school is one of the most basic conditions for a student’s success – if students are not in school, they are not learning what is being taught and could be falling behind in earning the course credits needed to graduate.”

School Attendance Rate by Grade at BCSC in 2018



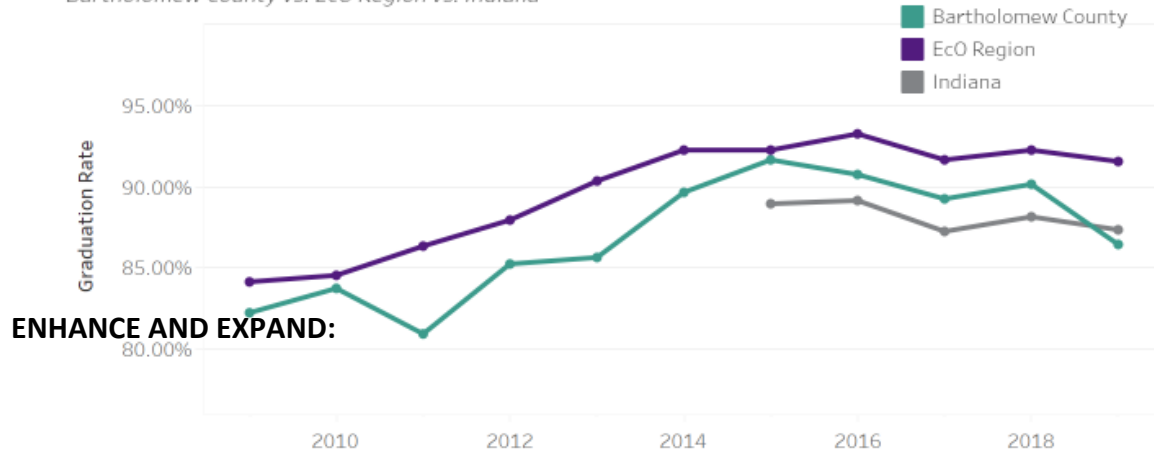
Source: Indiana Department of Education

High School Graduation Rate in Bartholomew County

Youth who graduate from high school are more likely to be employed, earn higher incomes, and enjoy better health than those who do not earn a high school diploma. According to [Indiana Youth Institute](#), “Youth who graduate from high school are more likely to be employed, earn higher incomes, and enjoy better health than those who do not earn a high school diploma. However, Indiana’s high school graduation rate has steadily decreased since 2014 and currently matches the state’s lowest graduation rate in the past five years (87.2%).”

Graduation Rates Comparison

Bartholomew County vs. EcO Region vs. Indiana



ENHANCE AND EXPAND:

Source: Community Education Coalition, Indiana Department of Education

EcO Region includes the following Indiana Counties: Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Ohio, Ripley, and Switzerland

Council for Youth Development Bartholomew County - Youth Development Index 2020

Currently our program participants are being heavily affected by the Covid-19 pandemic. All our available evidence suggests that social context, interpersonal relationship, and emotional well-being are important to student learning. Youth serving organizations can also offer guidance to parents and caregivers who may be facing challenges fostering social-emotional learning as they adapt to virtual or home education during the COVID-19 pandemic. In addition to mental health gaps the pandemic has led to a financial crisis with many of those youth who need us most living in home situations where parents are absent from work and cannot afford additional developmental opportunities they might have afforded pre-covid.

It can be particularly difficult for parents and caregivers to foster their children's interpersonal relationships and social-emotional development while practicing physical distancing. Having limited access to peers and classmates can affect children's emotional well-being, which can in turn affect their educational performance, learning and development.

FFY supports children's social-emotional learning during this unusual time by supporting the expansion of learning in the virtual world through the following principles:

- Learning is situated within multiple social contexts.
- Interpersonal relationships and communication are critical to both the teaching–learning process and the social-emotional development of students.
- Emotional well-being influences educational performance, learning and development.

This grant will allow us to enhance and expand all of our programs by investing in digital technology to support virtual platforms. We will make our programs tuition free for all those who need assistance. We can also hire additional staff and invest in professional development training for the community and other youth service workers. While we currently operate M-F with special programming on weekends, we can expand our schedule to address the needs of families whose children are committing their education in a virtual environment. FFY can offer programs for a short time during the day safely and during the lunch hours to address food needs of low income families.

CURRENT PROGRAMMING:

Our current programming serves to support three unique areas of Out of School time in Bartholomew County. Luckily these programs also exist under the same roof and are managed by Foundation For Youth. They are Boy’s and Girl’s Club, Big Brothers/Big Sisters, and Columbus Youth Camp. While most of the youth in our community are served by at least one of these programs, many youths are served by multiple both in and out of school. Additionally, each program partners together to urge wrap around social and emotional learning for the youth in our care. If there are gaps in emotional support, STEM or in-school education, counseling and social emotional or developmental needs, our ability to work together and address those gaps is what makes FFY unique.

OUT OF SCHOOL TIME:

Boy’s & Girl’s Club

The youth programs at Foundation For Youth Boy’s and Girl’s Club is a supportive and impact driven program. Youth aged 5-18 are served in a variety of ways including evidence driven program like Positive Action or more recreational area like Friday Night Fun For Youth which seek to place on emphasis on FFY as a safe place to grow. In 2016 we added the STEM based Maker Studio which teaches all youth anything from 3d modeling to coding. All youth who come to the BGC afterschool program also get access to our gyms and swimming pool for physical recreation and programming.

As of January 2020 over 100 teens are enrolled in our teen programs each week. The average daily attendance of our club members was at 230 each day with a running waitlist. While we do primarily serve school age youth we have begun to grow and develop teen leadership roles at FFY. The target population is teens in and around Bartholomew County ages 12-18 or seventh grade through twelfth. Teens of all socio-economic status are targeted, but as stated in the Boys & Girls Club of America mission statement we strive to serve "those who need us most". In 2021 we project to serve over 150 teens directly in our teen programs. The program will deliver 400 “weeks of attendance”.

Teens are a major focus of the FFY programs as we continue to see the program grow past capacity. Specifically, the Teen Program serves teens year-round in our Boys & Girls Club and runs a youth guided Teen Council with support from the Council for Youth Development. The program is conducted during those times identified nationally, and through the Indiana Prevention Resource Center, as those hours when young people are most at risk for experimenting with substance abuse, and other delinquent behavior. This is primarily the after-school, weekend nights, and summer hours when parents have greater difficulty providing supervision.

OUT OF SCHOOL TIME AND SCHOOL PARTNERSHIPS:

Columbus Youth Camp

This program is both afterschool (Adventure Club) and during out of school time (DA Peer to Peer). While these two programs are very different they serve to target a specific kind of individual that may struggle in a traditional afterschool or classroom setting. Columbus Youth Camp focuses on Experiential Education where exploration of the natural environment contributes to facilitated conversations about consequences and supportive relationships. Through experiential education and activities, the students have the opportunity to find success through challenges and trials. Programming and activities are led by trained CYC facilitators and trained high school peer mentors and are led in a group setting.

In 2019 a total of 238 Middle School Students and High School students participated in 32 bi-weekly sessions after school and two overnight leadership events. School represented were Shelbyville HS/MS in Shelby County, East HS/Central MS in Bartholomew County, North Vernon MS, and Franklin HS/MS in Johnson County. Adventure Club's average daily attendance was 20 youth served every day after school and during breaks.

Adventure Club falls in the category of Out of School time. Youth are bussed to Columbus Youth Camp from two school sites in Bartholomew County. While at camp youth are given options to learn and grow using Developmental Assets as a program model. Youth will learn to explore their environment as a supportive group while building positive relationships with their peers and counselors. Options such as Team Building, Group Games, and STEM projects all contribute to the experience in a natural flexible environment.

Developmental Assets based Peer to Peer mentoring occurs in several counties with plans to expand as funding allows. Currently the program is on its eighth year in Shelby County, 3rd year in Jennings County, and second year in Bartholomew County. Peer Mentors from the High Schools students are referred to this service by parents, teachers, or counselor and are completely voluntary. Many young persons' self-identify the need to be involved in our program and continue on as a middle school peer mentee to transition into a leader and high school mentor. The middle school students that are targeted for this program typically struggle in a traditional classroom setting and may have failing grades, poor attendance, have social issues, etc. Sessions are 60 minutes every other week with an overnight and training experience at CYC bookending the school year. Each mentor and mentee is given a pre-posttest used to evaluate their progress and attendance is taken during each session.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Project Collaboration and Identifying Partners:

FFY has benefitted greatly by seeking close trusting partnerships with other youth serving agencies as well as the private sector and other financially solid strategic allies. Our relationships with the below organizations and companies often benefit both organizations. We have been able to share infrastructure and administrative costs and continue to strengthen our programs. A great example of private support for professional development is Faurecia. They have been providing our leadership team with the strategic training and planning tools that their company implements while also walking us through modifications that can be made to fit our non-profit values. Other accomplishments we have seen by working with the above organizations have been:

- **Cost savings:** Both organizations saved money through discounted expenses for facility rental, creating a consolidated preferred vendor program and joint staff training. We have also recognized the potential for additional savings by sharing development and IT in the Maker Space and Digital Lab.
- **Enhanced programs:** By teaming together, many organizations are able to provide a continuum of care from birth through school years for the children we serve. Enkei and Cummins especially have enhanced our STEM curriculum in the club and BBBS Programs greatly.
- **More efficient outreach:** Often, these organizations also provide a steady flow of clients into FFY programs, relieving Program Directors of the client-recruitment burden. To a lesser degree, FFY was able to refer prospective Columbus Newcomers to local initiatives and businesses through offering a shared space.
- **Expands the value proposition:** All partner organizations are able to expand their offerings without increasing their budget. Services provided through partners is often party of the business model while offering youth programming and space does not increase the strain on FFY's budget.
- **Increased leadership skills:** Both organizations are improving their leadership skills in a direction that the nonprofit sector is moving -- external alliance-making. Future nonprofit leaders will need to know how to share information between organizations, and influence and persuade people who don't report to them.

BCSC

Data collected and shared concerning student outcomes is shared with the schools to better improve the program's impact. Additionally, the partnerships between BGC and the counselors, teachers, and staff at the High and Middle schools is very secure. BGC works closely with BCSC to make sure their mentoring program is of the best quality and providing the outcomes promised in this RFP. Finally, Project Alert is a valuable ATOD Prevention program run in partnership with BCSC and Communities That Care but delivered by trained BGC facilitators.

Council for Youth Development

We have seen a major shift in the energy, focus, and breadth of influence regarding the Council for Youth Development. Through our work on the Youth Master Plan the holistic needs of the youth in the community have come into sharp relief. Additionally, CYD provided training and continued support for the Search Institute's developmental Assets training, a community Framework for the creation of strength based support. CYD is an excellent place to not only gather resources about the community but also come together under a unified vision and shared language about the change we hope to make in the lives of our youth.

Out-of-School Coalition

Out-of-School Coalition represents local collaboration between after school providers. Our stated goal is to provide awareness and alignment between in school and out of school educational programming seamlessly among Bartholomew county providers. Our 4 working goals are:

- Out of school alignment with in school teaching
- Removing access barriers to participants
- Improving staff training and quality
- Marketing both need and availability of programs.

Communities That Care

This program is run through FFY as the fiscal agent but has worked closely with camp to utilize their trained facilitators in both the delivery of curriculum in the schools and with promotion of events out at camp as a way to prevent ATOD abuse through promotion of healthy alternatives.

Faurecia, NTN, Rheems, and Toyota

These local businesses have been a tremendous and valuable partner in both their use of FFY for corporate support but more prominently, in their role as volunteers. Cummins leads a team of dedicated volunteers each year to support projects at FFY including Teen Room Renovation, Maker Space staffing support, Gardens, outdoors facilities, and general maintenance. Enkei completely renovated and took on the role as consultants for the Maker Space and Digital Lab. Faurecia has been working with our leadership team on long term vision and strategic planning while other have shown support as Cornerstone Partners that help raise funds for our programs.

In 2019 volunteers gave more than *34,734 hours of volunteer service*. Current trends for 2020 indicate the number of volunteers will drop due to Covid-19 related safety measures.

MEMORANDUM OF UNDERSTANDING (MOU)

Between
Foundation For Youth
and

Bartholomew Consolidated School Corporation

I. BACKGROUND

The Foundation for Youth exists to serve our youth and our community through our programs and services and provides high-quality youth and community programs. FFY will collaborate with i-CARE leadership to assist i-CARE in achieving its mission of providing academic enrichment and remediation, youth development programs, and parent involvement activities to at-risk students and families in a supportive and safe before and after-school environment.

II. FOUNDATION FOR YOUTH RESPONSIBILITIES UNDER THIS MOU

Foundation For Youth shall undertake the following activities:

- Partner with i-CARE to conduct professional development for out-of-school staff.
- Coordinate with i-CARE to plan high-quality programming for students.
- Collaborate to provide mentors and/or tutors in all out-of-school settings.
- Coordinate efforts to provide access and opportunities for students to engage in hands-on STEM learning opportunities in out-of-school settings.
- Provide a limited number of spots for BCSC students on school day cancellations.
- Participate in Out-of-School Coalition and quarterly Advisory Council meetings.

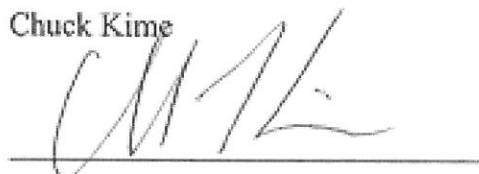
III. BCSC's RESPONSIBILITIES UNDER THIS MOU

- Include FFY staff in professional development opportunities for out-of-school staff.
- Coordinate and communicate with said community organization to organize, facilitate, and assist in the delivery of services.
- Promote FFY services and programs with i-CARE families.
- Participate actively in the Out-of-School Coalition.
- Coordinate and facilitate Advisory Council meetings quarterly.

IV. SIGNATURES

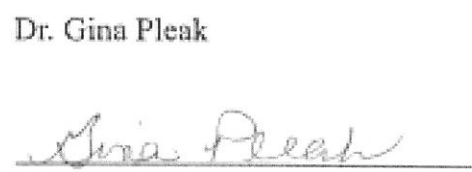
Executive Director

Chuck Kime



BCSC Director of Title Services

Dr. Gina Pleak



Memorandum of Understanding (MOU) Strategic Partnership

Between Council for Youth Development Bartholomew County And Foundation For Youth

I. Background

The Council for Youth Development Bartholomew County is a cross-sector coalition of community partners committed to the vision of building a community where all youth and families are reaching their full potential. CYD partner organizations represent cradle to career continuum serving and advocating for residents, birth to eighteen. Our mission is to identify, coordinate, and align community efforts to ensure the development of the whole child. CYD became the System of Care Initiative Community Coordination body for Bartholomew County in 2017 and joined a growing number of counties focused on aligning local efforts with regional and state work to achieve better well-being for youth and families.

Foundation for Youth's mission is "to inspire and enable our youth, our community." This mission reflects FFY's direct delivery programs providing out-of-school, mentoring, athletic, and recreation which support the social-emotional development of youth. The mission is also inclusive of our commitment to community-wide initiatives that support youth development.

Foundation For Youth's position as a strategic partner in the Council for Youth Development ensures that the collective efforts are youth-centered as we work towards every young person being healthy, safe, educated, engaged, and supported in Bartholomew County.

Guided by the Youth Master Plan, this strategic partnership will assist in the coalition's goal to grow Developmental Assets in all Bartholomew County youth.

Strategic Partnership Objectives:

1. Increase the use of Developmental Asset building principles in youth and family programming.
2. Improve access and participation in high quality professional development opportunities relevant to youth and family serving organizations.
3. Communicate the value of positive youth development

These collective efforts are intended to provide innovative interventions to ensure long term impact as captured in the Youth Development Index.

II. Council For Youth Development Responsibilities Under This MOU

- a. Provide Developmental Asset building resources including Developmental Assets® and Developmental Relationship frameworks; ACEs research; and trauma responsive strategies to support strategic partnership objectives.
- b. Provide opportunities for professional development and community engagement through CYD's partnerships with the Indiana Department of Education SEBW, Department of Mental Health and Addiction - System of Care, Indiana Youth Institute, Indiana Youth Services Association, Indiana Afterschool Network and Search Institute.
- c. Coordinate and facilitate CYD network meetings that address progress, key initiatives, and concerns of youth in Bartholomew County.
- d. Provide access to Bartholomew County data on youth and family well-being through the Youth Development Index.
- e. Promote Foundation For Youth initiatives through CYD communication channels.
- f. Share coalition outcomes relevant to strategic partnership goals and objectives.

III. Foundation For Youth Responsibilities Under This MOU

- a. Designate representative(s) from Foundation For Youth shall be Chuck Kime, Executive Director; Andy Young, Associate Director; Kelly Backmeyer, Director of BBBS; Erica Fortner, Director BGC to participate in CYD meetings and positive youth development initiatives.
- b. Support CYD efforts through our variety of state and national affiliations such as Big Brothers Big Sisters, Boys & Girls Clubs of America, Department of Mental Health and Addiction and our role as Bartholomew County's Youth Service Bureau.
- c. Agree to onboard all staff requiring training in Developmental Assets, Developmental Relationships, and Adverse Childhood Experiences/Trauma Responsive Frameworks beginning 2021.
- d. Report quarterly to track implementation of Developmental Assets building strategies in Foundation For Youth, which includes:
 - Number of Asset Building opportunities provided for youth and caregivers in the organization.
 - Number of individuals participating in professional development opportunities for Developmental Assets, Developmental Relationships, and Adverse Childhood Experience/Trauma Responsive Frameworks.
- e. Implement a post participation survey to measure the improved application of Developmental Assets principles by youth, caregivers, and staff beginning 2021.
- f. Communicate to Foundation For Youth's stakeholders about CYD initiatives.

IV. Strategic Partner Status

Upon signing this MOU, Foundation For Youth and the Council for Youth Development will become a CYD Strategic Partner. This memorandum of understanding becomes effective when properly authorized signatures of agency representatives are affixed. The agreement will define the two organizations as strategic partners. This MOU is to be reviewed every two years and may be renewed or amended by mutual agreement of the parties. Either party may terminate this MOU at any time by providing written notice of such termination to the other party.

V. Signatures

Organization Name:
Council for Youth Development
Bartholomew County

Signature:



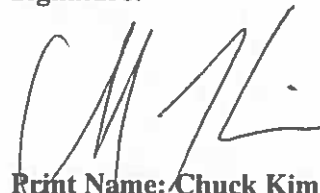
Print Name: Heather Carson

Title: Director

Date: 7/27/2020

Organization Name:
Foundation For Youth

Signature:



Print Name: Chuck Kime

Title: Executive Director

Date: 7/27/2020

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Recruitment Criteria and Parental Involvement:

FFY emphasizes providing and maintaining positive and caring adult/youth relationships, no matter what the curriculum interest may be. Successful strategies for recruiting and retaining youth and education outcomes continue to be a major focus. In addition to more programmatic strategies the FFY also implements mechanisms of recruitment and retention of quality staff, relationships with local institutions, and a diversity of opportunities to pursue post-secondary education. These are all priorities as described in the Bartholomew County Education Outcomes detailed in the Community Data Section. Below, however, is described the variety and diversity of programs we offer to all of the schools in the BCSC community. In this way we believe we can serve all youth who needs us most. Through our interwoven approach to program offering FFY is also able to identify programmatic needs of our youth and our families.

Boy's and Girls Club

The community we affect most closely is Bartholomew County, Flatrock, and surrounding areas. Often we find that we receive youth and families from all of the DCS identified Region 14 that includes Johnson, Jennings, Shelby, Jackson. However, our strategy is focused closely on Columbus and our immediate neighborhoods surrounding 405 Hope Ave.

As described in section Four (4) under Data Evidence, we take into account many data sources that address community need. Our mission is to inspire and enable our youth, our community. Put more specifically we want to meet the social emotional needs of those youth who need us most. We attain this goal by offering targeted and evidence based programs across a spectrum of services. Those services are then tied to each other under the banner of Foundation For Youth. While a child may need positive identity from an outdoor camp environment, it is also likely that they are enrolled in our club and have been given the opportunity to have a Big Brother or Sister as well. In this way, and including partnerships with community members, we ensure a holistic view of a child's needs and strove to meet them the in a way that serves individual youth.

Each program at Foundation For Youth is included in fliers, community guides, individual community meetings, online, and through social media. For more specific programs that rely on individual case management we rely on referrals from schools and parents. While this is mostly true for Big Brothers, Big Sisters it also applies to mentoring programs at camp and targeted programs in the club.

All youth are eligible to attend the Foundation For Youth club over the age of 4. We take into account special needs of the individual, access, affordability, and any behavior plans that a child may bring with them from the schools. From there each youth is given a great deal of choice on how they wish to spend their time at the club in the first months. If they are identified for additional targeted programs, then a conversation is had with that youth and their parents. With more formal case management like Big Brothers, Big Sisters there exists a national

standard and intake process which includes background checks for the Bigs and best case scenario matching requirements.

We rely heavily on individual assessment of the needs of the child when we refer them on internally to one of our other program areas. Often we see youth succeed in a particular program and introduce them to more complete instruction. If a child is struggling in a particular program or has some needs beyond what FFY can provide such as family counseling, we refer them on to a community service provider and continue to make contact with those care providers to keep the child's experience consistent.

Often it is simply after a record of particular behaviors or needs that we feel our staff does not have the skill or ability to apply adequately. Most often this refers to counseling services. Contact with the parent is first and foremost for the majority of community referrals for youth. Then a management plan is typically developed by another agency and we do our best to coordinate and cooperate with that plan while in the FFY facility or program

Columbus Youth Camp

HS/MS Peer to Peer Mentoring in Partnership with School Counselors and BBBS:

In alignment with the Developmental Assets camp is partnering with BCSC Counseling Counts and BBBS to provide evidence based one on one peer mentoring to the youth of Bartholomew County. CYC is uniquely positioned to deliver this critical programming around Support, Empowerment, and Positive Identity because of the decades long experience providing the peer mentoring programs across Region 14. High School students are paired with Middle School students who are concerned about the transfer to HS and feel they need the guidance to help them socially and academically. The HS students gain leadership skills while the MS students develop their social and academic skills. The students meet twice a month in the school year to experience programming designed to cover specific issues MS students face and to help strengthen the mentor/mentee bond. There are several casual gatherings besides phone and email correspondence to help develop the relationship. Lastly, the year concludes with a weekend retreat at CYC. Meetings occur during out of school time and after school.

Afterschool Programming and Specialty Camps:

In direct partnership AND as a response to the growing number of youth attending the Boy's and Girl's Club, Columbus Youth Camp has begun week long afterschool camps which began as a 2-day pilot. This partnership has recently expanded to nearby Southside and Mt. Healthy, two schools who sit on the outskirts of the community and can more readily transport to Columbus Youth Camp for programming after school. The success of these programs comes from the team's focus on Experiential Education programming at Columbus Youth Camp. We attempt to set boundaries and expectations for youth as they explore and learn in an outdoor environment. Staff empower our youth at a more personal level. By offering a variety of lessons in positive values, positive risk taking, mentoring/ mediation, Environmental

Education, and Outdoor Science Based Curriculum we cover many of the pillars of the Developmental Assets. Each of our staff have been trained in the assets and its relationship to providing positive choices for youth and many other chances for youth to succeed in a unique, novel, and outdoor environment.

Summer Camp and School Breaks:

By working with the Boys & Girls Club we are able to offer the youth of Bartholomew County and beyond a highly impactful summer camp experience that is very affordable and serves youth from 6am to 7pm. Each summer, fall, and Spring Break Boys & Girls Club members from the age of 5-15 can choose to stay in town for the week or attend Camp. We refer to this pairing of programs as the “Summer of Exploration”. Beyond simply romping on the trails, through the wooded and rolling landscape, or enjoying the lake and abundant wildlife, a camper will develop social bonds, learn about themselves, try new things, develop responsibility and citizenship, explore the natural environment and have more fun than they thought possible. By the end of the summer a camper will have experienced tremendous personal growth all while enjoying canoeing, archery, challenge course programming, silly games, arts, swimming, sports, nature activities, and new friendships.

Social Conscious and Competency on the Challenge Course:

Columbus Youth Camp’s Challenge Course program is designed to meet the educational, developmental, and social needs of the Bartholomew County community and beyond. There are several kinds of courses located at the camp. They include a low challenge courses just a few feet off the ground, as well as a towering high course that challenges participants both physically and technically at over 40 feet above the ground. Programming is very personalized, but generally focuses on group achievement and asks participants to explore the fundamentals of trust, cooperation, goal-setting, problem solving, and leadership. Both large and small groups from a wide variety of demographics utilize the course to facilitate a positive change in their homes, families, schools, sports teams, and offices. Example groups include; Hope Elementary, Columbus North Soccer team, Columbus East Physics, Cummins teams, Boy Scout Troops, Local churches, and more.

STEM:

Science, Technology, Engineering, & Math based programming is incorporated into every area of programming effectively. It is offered as a summer camp option and as weekend/ afterschool programming for youth who may struggle in a traditional environment. This will reach elementary through junior high aged students while science teachers through BCSC will help develop and deliver programming. Currently staff provide a “rustic” Maker Space experience through woodworking, RC Car Data Collection on our dirt track, and other tactile experiences. These kinds of programs serve to recruit and attract youth who learn by doing and need a more open experience in which to learn and grow.

Community Data:

The Bartholomew County Community Dashboard is a collection of key success indicators shared between the Council for Youth Development, United Way of Bartholomew County, and the Community Education Coalition. This collaborative tool provides data that any stakeholder can use to measure the well-being of our community. The indicator for success in the education categories show that in Bartholomew County we have seen successful increases in post-secondary attainment and ISTEP passing rates over previous years. However, we are still well behind in our goal of 98% passing and 60% post-secondary attainment.

We believe strongly that BGCs commitment to community goals outlined in the Community Dashboard but also collect directive data from sources such as the [Indiana Youth Institute KIDS COUNT survey](#), data collected by the [Robert Wood Johnson Foundation, the Bartholomew County Health Rankings 2018](#), [United Way Bartholomew County Scorecard](#), [Community Health Needs Assessment 2015](#), and the [Healthy Communities Annual Report 2017](#). Additionally, we have integrated and presented data from the recent Developmental Assets Profile to our staff. All of this data is combined with national research from the Boy's and Girl's club that indicates the more youth that are engaged after school and have a constructive use of time, will be more likely to attain educational success and make positive choices.

“Beyond Safe Havens: A Synthesis of 20 Years of Research on the Boys & Girls Clubs” (Abretonm Sheldon, Herrera 2005) found that although the majority of impact studies looked at specific positive outcomes from Club Membership, such as changes in drug use, academic achievement, and career goals, Club Members appeared to derive significant additional benefits from the Club experience beyond what was measured by the studies' outcomes. It was found that in addition to those specific outcomes listed above Club Members were also having fun interacting positively and constructively with adults, engaging in activities that were building their competencies and confidence in positively interacting with peers.

Studies have also shown that the BGC's ability to offer educational programs designed to integrate high-yield learning activities throughout the Club and offering consistent homework help are directly responsible for increased levels of homework completion, helping set career goals, and improved their attitudes toward school.

Through our national programs Indiana's Kids, Smart Girls, Power Hour, Keystone Club and Torch Club and the Formula for Impact we support our members to attain proper grade level progression which fuels the achievement of their high school graduation. The targets for these include increased level in reading and math grade level, proper grade level progression, increased civic understanding and responsibility, increased healthy lifestyles and attitudes for young girls. These all fit into our formula achieving academic success and character and leadership development. Their increase in awareness the higher their success to reaching their full potential.

Snacks and Weekly Schedule Sample:

Snacks, including afterschool, breakfasts and lunches during breaks, and evening meals for special programs, are provided in partnership with BCSC following USDA and School Lunch Guidelines. Cooks from the schools provide bagged meals and hot lunches at our facilities.

BGC and BBBS Afterschool Tentative Schedule:

Everyday Homework 2:45-6 Help - Swim Lessons 4-5:00

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|---|
| Grades 1-2: Gym: Rainbow Run Art: End of the Rainbow Positive Action | Gym: Relay Makers: 1-Minute Mysteries Sensory: Soap | Gym "Gold Rush" Art: Foam Creations | Gym: Yoga Makers Studio: Battery Lights | Friday Night Fun For Youth BBBS Empowering Littles Cooking/Baking: Salads |
| Grades 3-4: Gym: Basketball Game (staff tourney) Sensory Walk Girls on the Run/Trailblazers | Gym: Balance Art: Making Stamps Computer Science Passport to Manhood Positive Action | Gym: Cross Train Art: Salt Shamrock Makers Studio: Model Design | Gym: Knock Out Art: Ocean Scenes Computer Science Smart Girls | Friday Night Fun For Youth BBBS Empowering Littles Positive Action Cooking/Baking: Pigs in a Blanket |
| Grades 5-6 Gym: Rainbow Throwing Maker Studio Coding Lab Computer Lab | Art: End of the Rainbow (color wheel) Passport to Manhood Positive Action | Gym: Relay Races Makers Studio 3d Printing Simple Machine Girls on the Run and Trailblazers | Gym: Yoga Studio Art: Rainbow Cont'd Smart Girls Computer Science Sensory Fun: Soda Making | Friday Night Fun For Youth Cooking/Baking: Latin Foods Empowering Littles |
| Teens Gym: Rainbow Throwing Maker Studio Coding Lab Computer Lab | Art: End of the Rainbow (color wheel) Passport to Manhood Positive Action | Gym: Relay Races Makers Studio 3d Printing Simple Machine Girls on the Run and Trailblazers | Gym: Yoga Studio Art: Rainbow Cont'd Smart Girls Computer Science Sensory Fun: Soda Making | Friday Night Fun For Youth Cooking/Baking: Latin Foods Empowering Littles |

CYC and BBBS Afterschool Tentative Schedule:

Everyday Homework 2:45-6 Help - Swim Lessons weather permitting 4-5:00

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|---|--|--|
| Adventure Club: Canvas Painting: Outdoor Scenes | Hiking Bird Houses | Spike Ball: Yucca Plants Camouflage | Gaga Ball Lego Design Contest Positive Action | Campfire and S'mores Picture Framing Field Games |
| Peer to Peer Afterschool: Northside/North Developmental Assets BBBS | Peer to Peer Afterschool: East/Central Developmental Assets BBBS | Peer to Peer Afterschool: Shelbyville Developmental Assets | Peer to Peer Afterschool: Hauser/Flatrock Developmental Assets | Planning |

Alignment to Standards and Staff Retention:

Foundation for Youth is aligned with the Indiana Afterschool Networks standards in several ways. We follow and utilize the NYOI guidelines to determine how staff and youth interact in meaningful ways every day. Our organization also values staff development and training. In 2016 we aligned ourselves with the Developmental Assets becoming trainers in the first cohort in Bartholomew County. In 2018 we aligned ourselves with the CYCC and made a commitment to certify ALL of our full-time staff in either the Professional or Associate credentials. As of 2020 75% of our full-time program staff are credentialed with another 10% making their way through the process.

FFY also establishes a cultural commitment in our facility to Social Emotional Well Being, Youth Empowerment, Family Engagement, and Advocacy. This is evidenced by our cornerstones and in our strong partnership with the Council For Youth Development.

Social-Emotional Well-being

The ability to become emotionally attuned to others and regulate emotions is a skill we train all our staff at FFY in. We have already begun to integrate the Developmental Assets framework to address Social-Emotional wellbeing. Specifically, BGC programs like Passport to Manhood and SMART Girls, BBBS in its entirety, and CYC Peer Mentoring all ensure youth are shown they have the capability to take another person's perspective into account, share experiences and learn from them, and apply that learning to further interactions with others. This ability to communicate and relate effectively to others is the building block for future interactions with people in all walks of life.

Youth Empowerment

FFY implements programs in which the youth are directly involved in deciding and some case leading what they are accomplishing during their time at the facility. In BGC Each month youth in the club decide portions of the programs everyone will participate in. They are also responsible for electing a club president and nominating a Boy and Girl of the week. BBBS gives the Littles control over what aspects or needs they have for a given match. This input helps the case managers decide directly who is the best fit for a youth given the youth's own described needs. CYC implements specialty camps that are often run by campers or augmented by what the interests of the youth are that day. Since exploration and curiosity are major components of a CYC program, youth are encouraged to venture and seek experiences on their own with set boundaries and expectations.

Family Engagement

Families are encouraged constantly to volunteer and engage in the activities their children participate in at FFY. This may come in the form of volunteer coaches through our athletics leagues, case by case meetings with families in the Boy's and Girl's Club, integration of Family Plans into BBBS case management, or Family Day out at camp.

Advocacy

Each of the programs at FFY actively advocates not just for their own programs, but also those agencies in the community that are working under the developmental assets framework. It is especially important to serve our youth at FFY across a variety of programs so that they build a variety of assets. Advocacy for youth is done frequently. For example, BBBS matches also have support as members in the BGC. The BGC and CYC share resources and referrals for youth who may benefit from a camp experience. And both programs also refer back to BBBS for match potential. Most of these youth also participate in some sort of athletics experience and ALL BGC youth have swim time in the pool and waterfront activities out at camp. Internally, we seek how we can best advocate for the needs of the whole child across programs.

Demographics of Staff at FFY for 2020: 128 Active Staff

| Total Staff | Department | Gender | Age | Race |
|-------------|--|------------------------|---|--|
| 128 Current | 36% BGC 20% Support 19% CYC 13% Administration 10% Aquatics 1% Athletics 1% BBBS | 60% Female 40% Male | 21% 15-18 31% 18-25 16% 25-40 32% 40-65+ | 87% White 6% African American 3% LatinX 4% Mixed Race |

Demographics of Board at FFY for 2020: 20 Active Board Members

| Gender | Age | Race |
|------------------------|------------|---|
| 55% Male 45% Female | 100% 35-55 | 70% White 15% LatinX 10% African American 5% Asian |

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

NEARLY 100 YEAR HISTORY OF SUCCESS

FFY was incorporated in 1928 in partnership with the Boys Club and the Girls Club. The purpose, as reported in the Evening Republican, was to keep the roving gangs of youth off the streets. Soon after, in 1933, Q. G. Noblitt purchased 70 acres west of town. He commissioned the Civilian Conservation Corps to construct a camp and in 1937 summer programs began at that facility.

In 1967, FFY joined the United Fund and became its largest benefactor. Until that time FFY had raised funds in the community on its own. By the 1970's, FFY consisted of the Boys Club, Girls Club, Girls Incorporated, and Columbus Youth Camp. All operated with separate boards and directors. In 1989, all of the organizations and boards merged. In 1996, FFY dropped its Girl's Inc. affiliation and maintained only Boys & Girls Club National Charters. There was also a legal name change to what is now the Foundation For Youth of Bartholomew County, Incorporated.

In 1996, a capital campaign was conducted and a combination of public and private funds totaled 6.1 million dollars. A new facility was built on the current site. In 1997 FFY joined the ranks of Youth Service Bureaus, and has been a member in good standing ever since. As a Youth Service Bureau we hold our responsibilities to the 4 core roles as paramount to our mission. In addition to delinquency prevention, FFY addresses community education, information and referral, and advocacy in every program area. The cornerstones of our organization are a Commitment to Education, Developing Character and Leadership, Healthy Lifestyles for families and youth, and Positive Identity.

In 2004, Big Brothers Big Sisters of Bartholomew County was merged into FFY and the downtown offices of BBBS were moved to the FFY facility on Hope Avenue. The organization's board was merged into the FFY board, the corporation dissolved, and the national charter was reissued to Foundation For Youth.

2008 brought collaboration with the City's Police Athletic and Activities League (PAAL). This program that has been touted as "Columbus' number one crime prevention program" serves more than 2000 youth annually. Today the PAAL Board continues to serve in an advisory and fundraising capacity while the Foundation For Youth administers the leagues that focus on the importance of sportsmanship. In 2012 Foundation For Youth welcomed Communities That Care (CTC), a community-wide, public-health approach to reducing youth Alcohol, Tobacco and Other Drug use in Bartholomew County. The scope of the project is implementing the Bartholomew County Strategic Plan for Youth Substance Abuse Prevention that was submitted to the Indiana Division of Mental Health and Addiction. On August 1, 2012, DMHA awarded the Foundation for Youth of Bartholomew County a 2-year grant to implement the CTC Strategic Plan. The grant has since been renewed 4 times as we serve as a model for our surrounding communities.

In 2017 FFY became the guiding organization for the The Council for Youth Development. CYD was founded in 2005 by local community leaders concerned about the well-being of children, teens, and families in Bartholomew County. Since 2017, CYD has been an active community partner with the Bartholomew Consolidated School Corporation's Counseling Counts Initiative. Essential to our collective work is the commitment to expand 40 Developmental Assets and Developmental Relationships training and resources for youth, families, and professionals to improve social-emotional health community-wide.

The Foundation For Youth has been one of Columbus' most outstanding accomplishments. It stands as a living memorial to what a small community can do on its own to ensure the well-being of its citizens.

ACADMEIC ACHIEVEMENT THROUGH SUPPORTIVE ENVIRONMENTS TO LEARN AND GROW

As shown above, the Foundation For Youth has a long history operating out-of school programs that target the youth populations to be served by the DOE 21st CCLC grant. With strong partnerships in the school, community, and with nationally recognized evidence based programs, we have excelled in student recruitment and retention efforts and attainment of academic outcomes for student participants

FFY Out of School Programs Support, Represent, and Protect the Rights of young people
Foundation for Youth is dedicated to defending the rights of young people. As an organization we adhere to national, multi-agency standards for child protection. We also work with local and state agencies to raise community awareness of the need to help protect children and deliver programs based on those best practices. As an agency we continually review the outcomes of our programs to ensure continuous improvement in the services we provide.

Our programs encourage youth and children that they have the right to express their views, the right to be free from inhuman and degrading treatment, and the right to a private and family life. Through our 2020 IYSA and ACA accreditation Foundation for Youth has shown that we protect all personal information and that programs function first and foremost to best serve to represent and support the needs of youth in our community. This support not only attracts MORE youth to our doors every day after school, but means they are also more likely to return 52 or more times a year, a standard of academic impact shown by BGC national standards.

FFY Out of School Programs Support Social Emotional Health
Foundation for Youth has excelled in providing youth with staff and programs that contribute to developing life skills beyond the child's familiar level. Through these endeavors, we equip them with a healthier level of socialization. When a child is confident, competent and caring one has a greater ability to make healthy choices, to work independently and has the courage to walk away from negative situations. As a whole FFY is committed to the Developmental Assets Framework which ensures success academically, at home, and in social groups.

Foundation For Youth is completely committed to broadly applying the Developmental Asset framework in Columbus through community education and internal staff training. Currently FFY has three administrative staff trained as facilitators in the Search Institute's Developmental Assets. Andrea Vogel (Director of Communities That Care), Laura Moses (Director Health and Fitness), and Andrew Young (Director of Youth Development) are capable of understanding the role assets play in helping youth make positive choices as well as the importance of building assets throughout Bartholomew County School Corporation.

Part-time and seasonal staff have all received a 2-hour introductory training regarding the Developmental Assets while our program directors have all received complete formal training from Andrea, Laura, and Andrew as well as presentations from BCSC regarding the relevance of the DAP survey. Finally, Andrew presented the assets, briefly in concept, to our board of directors and they were invited to attend the DAP presentation with BCSC. Our goal is to help each of our staff at FFY to embrace their role in being an asset for our youth and its role in their development. Each team will integrate an understanding of the Developmental Assets into their current onboarding processes, daily interactions with youth, and in communication with other agencies who interact with youth.

The Big Brothers / Big Sisters program is recognized by the Center for Disease Control. This program has demonstrated nationally that matched youth are less likely to initiate drug use; less likely to begin using alcohol; skip school less often; perform better academically; are more likely to get along well with their family and peers, and are more confident. By adhering to the best practices models of the National Association, we can infer those same results.

A survey of Boys and Girls Club of America members in 2019 indicated that 43% of club members that had previous experience with drugs and alcohol indicated that club had a positive effect on helping them make positive choices and were able to abstain from continued drug and alcohol use. Additionally, 98% of club members surveyed in 2020 had not been arrested and were increasing conflict resolution skills within the club. These decisions are influenced by a safe supportive environment, and relationships with caring staff members and indicated by our NYOI surveys. Creating a safe place to learn and grow is a primary indicator of Asset Development.

Columbus Youth Camp surveys of the High/Middle School Skills Development and Teen Programs the two indicate an enormous influence on the ability of teens to positively address risky behaviors out of school avoid involvement in the justice system.

The most recent survey conducted in 2017 shows that after completing the program middle school students indicate:

- 97% increased skills in identifying positive risks
- 93% increased their active interest in their grades
- 84% increased their coping skills when dealing with difficult situations
- 94% feel they are better prepared regarding social interaction and social skills

It must also be noted that after completion of the program an average of 63% of teens over 5 years were no longer referred to the office for a single disciplinary issue.

FFY Out of School Programs Maintain a referral and counseling system with other service agencies.

BGCA- Boys and Girls Club of America Enrollment for the teen program is open to all youth ages 12-18 years. Referrals are often made from local homeless and domestic violence shelters such as Horizon House, and Turning Point. Additionally, parents/guardians may simply complete a membership form to enroll teens into the programs. Membership and enrollment forms are available from the Foundation For Youth website or may be picked one up at our facility registration desk. The registration desk is where the form is submitted and the teens are entered into our registration system. The teen members may then begin participating in each program week.

BBBS- Youth and families are referred via the school counselors at Schmidt Elementary. This application becomes the foundation of our recording and reporting procedures. All information is entered into our data base within 24 hours of receipt of the referral. The intake process can take up to 2 weeks and is completed by the Match Support Specialist. The information is used extensively throughout the youth's involvement in the program. The goal is to match the child immediately following the Intake process. This process, however, is ultimately dependent upon an appropriate volunteer who has completed the enrollment and intake process, and who is expected to be a strong match for the child. c. CYC- Intake and referral of participants is decided at the middle school level by the High School Counselor working in tandem with the Middle School Counselor's to identify youth for the duration of the academic year. Admission is voluntary. Focus is on Skills Development for the Middle School participant. Participants are selected based on their need to improve in the areas listed in the program goals. Columbus Youth Camp is contacted by the current school counselors assisting with the High/Middle School Skills Development Program in the Fall to coordinate the scheduling of the program.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

The main thrust of the implementing grant funded afterschool programs will be run through the **Boy's and Girl's Club (BGC) and Adventure Club at Columbus Youth Camp (CYC)**. Other afterschool opportunities at FFY such as Big Brothers, Big Sisters Empowering Littles, Athletics/Aquatics, and Peer to Peer Mentoring after school will serve to supplement the main afterschool area which serves the most youth consistently over time.

Currently the Evidence Based Programs Delivered by the BGC/CYC and supplemented by other FFY Programs are:

POSITIVE ACTION

- **Goal:**
 - Positive Action lessons teach numerous academic objectives that align with contemporary academic standards. Independent analysis indicates a high-level of alignment with the English Language Arts Standards for Kindergarten through Grade 12. Pre-Kindergarten indicates a high-level of alignment with Early Childhood Education learning standards. On average, a single lesson satisfies seven academic objectives.
- **Objectives**
 - To improve students' academic performance
 - To instill students with intrinsic motivation to learn
 - To instill Positive Action principles into students' cognitive, affective and behavioral learning domains
 - To contribute to the teaching and achieving of core performance standards and outcomes - To improve students' behavior
 - To develop students' character
 - To develop well-rounded students: including physically, intellectually, socially and emotionally
 - To develop thinking skills, and the use of the six units as a framework for thinking
 - To promote good mental health in students
- **Program Activities**
 - Unit1: Self-Concept. What It Is, How It's Formed, and Why It's Important (Philosophy and Circle)
 - Unit2: Positive Actions for your Body and Mind
 - Unit3: Managing Yourself Responsibly
 - Unit4: Treating Others the Way You Like to be Treated (Social Skills and Character)
 - Unit5: Being Honest with Yourself and Others (Mental Health)
 - Unit6: Improving Yourself Continually (Setting and Achieving Goals)
- **Performance Measures:**

- Pre and Post Test assessment- perceived risk of substance use as measured by a decrease in perceived risk of harm of using substances: and rewards for prosocial involvement as measured by an increase in positive behaviors
- Fidelity Data (attendance and expected/actual session length)- at or above 85%
- Program Observation- yearly by evaluator and Community Prevention Director
- Indiana Youth Survey- a decrease in perceived risk of substance use; decrease in past 30-day substance use
- **Assessment Strategies:**
 - Program Observation: Community Prevention Director asks reflective questions
 - Student presentation of lesson activity
 - Students summarize important concepts/lessons

PASSPORT TO MANHOOD

- **Goal:**
 - Passport to Manhood represents a targeted effort to engage young boys in discussions and activities that reinforce character, leadership and positive behavior. Each participant receives a “passport” to underscore the notion that he is on a personal journey of maturation and growth. Each of the program’s 14 sessions use interactive activities to focus on a specific aspect of character and manhood. It also includes a service project where boys learn the importance of giving back to the community.
- **Objectives**
 - 8-to-12-year-olds
 - successful leadership experiences
 - set personal goals
 - articulate an education goal and a career goal
 - acknowledge civic responsibility and leadership as important
 - awareness of physical development, health, and wellness
 - 13-to-17-year-olds
 - engage in leadership opportunities in the Club, school, and community
 - set goals and work toward achieving them
 - make decisions in support of education and career goals
 - participate in civic events
 - practice good nutritional habits and physical fitness
- **Program Activities**

- Session Intro: Boys to Men
- Session I: Understanding Manhood
- Session II: Self-Esteem and Identity
- Session III: Values in Personal Decision-Making
- Session IV: Academic Success
- Session V: Healthy Lifestyles
- Session VI: Responses to Authority
- Session VII: Relationships with Girls
- Session VII: Fatherhood and the Family
- Session IX: Employment and Careers
- Session X: Diversity
- Session XI: Cooperation and Conflict
- Session XII: Personal Leadership and Community Responsibility
- Session XII: Graduation: From Boys to Men
- **Performance Measures**
 - Youth gain knowledge of skills, habits needed for academic success
 - Youth show an understanding of link between education, careers
- **Assessment Strategies**
 - Pre/post -test survey
 - Evaluation plan
 - Staff assessment rubric

GIRLS ON THE RUN

- **Goal:**
 - The 10-week Girls on the Run after-school program is designed to inspire girls of all abilities to recognize and embrace their inner strength. Lessons emphasize the important connection between physical and emotional health. At the end of the program, girls participate in a 5K, which provides a tangible sense of accomplishment, setting a confident and goal-oriented mindset into motion.
- **Objectives**
 - Learn critical life skills including resolving conflict, helping others or making intentional decisions.
 - Improved confidence, caring, competence, character development or connection to others.
 - Increase in physical activity level among girls who were least active at the start of the season
- **Program Activities**
 - The 10-week Girls on the Run after-school program is designed to inspire girls of all abilities to recognize and embrace their inner strength.
 - Lessons emphasize the important connection between physical and emotional health.

- At the end of the program, girls participate in a 5K, which provides a tangible sense of accomplishment, setting a confident and goal-oriented mindset into motion.
- **Performance Measures**
 - Youth increase in competence, confidence, and caring
 - Youth overall attendance in afterschool activities increases
 - Development Assets surrounding increased positive attitudes toward school and social endeavors
- **Assessment Strategies**
 - A 64-item self-report survey is used to assess demographic factors, psychological (ie, self-esteem, body size satisfaction, commitment to being physically active) and physical assets (ie, physical activity level).
 - The survey includes a series of 4 reliable and valid instruments, including
 - 1) Rosenberg’s Self-Esteem Scale
 - 2) the child/adolescent version of the Schematic Figural Scale [to measure body size (dis)satisfaction]
 - 3) the Commitment to Physical Activity Scale
 - 4) the Physical Activity Questionnaire
 - Attendance

INDIANA’S KIDS

- **Goals**
 - Increase in math and reading skills after participating in the program.
- **Objectives**
 - Reaching youth of multiple ages to support academic excellence.
 - Provide additional homework help
 - Support youth who do not have academic support at home.
- **Program Activities**
 - Local Library Support
 - Book Club
 - Math worksheets
 - Homework Help
- **Performance Measures**
 - Increase in Reading Comprehension
 - Increase in understanding of math
- **Assessment Strategies**
 - Pre/post test on both math and reading.

LIFESKILLS

- **Goals:**
 - Promote mental health
 - Promote positive youth development

- Promote anti-drug norms
- **Objectives:**
 - Development of personal self-management skills to enhance self-esteem, problem-
 - solving abilities, reduce stress/anxiety, and cope with anger
 - Development of social skills to communicate clearly, build relationships, avoid violence,
 - and overcome shyness
 - Development of resistance skills to effectively build defenses against peer pressure
- **Program Activities:**
 - Each unit is dynamic and has four types of exercises to enable learning
 - Think About It- students use personal experience to explore topics
 - Figure It Out- students invited to expand into new ideas, fact, information on topic
 - Do It Now- students practice new knowledge/skill/idea
 - Make It Happen- students practice/apply what they have learned outside classroom
- **Performance Measures:**
 - Pre and Post Test assessment
 - Fidelity Data (attendance and expected/actual session length)
 - Program Observation
 - Indiana Youth Survey
- **Assessment Strategies:**
 - Post Test Assessment: open-ended questions on post-test assessment
 - Program Observation: evaluator asks reflective questions
 - Student/group classroom presentations of program activity
 - Students summarize important concepts/lessons

| Program Goals | Program Objectives | Program Activities | Performance Measures | Assessment Strategies |
|---|--|--|--|---|
| 1) Improve academic achievement | 1.1) Increase academic achievement in ELA/Reading and Math | <ul style="list-style-type: none"> • Formula For Impact • Positive Action • Life skills • Mentoring • Indiana’s Kids • GOTR | <p>1.1.1) 65% of regular attendees will earn a “C” or better or increase their reading grade from fall to spring.</p> <p>1.1.2) 65% of regular attendees will earn a “C” or better or increase their math grade from fall to spring.</p> | 1.1.1, 1.1.2) Final Report Card Grades for ELA and Math (Fall and Spring) |
| | 1.2) Improve academic habits | <ul style="list-style-type: none"> • Formula For Impact • Indiana’s Kids | <p>1.2.1) 75% of regular attendees will report ‘working hard in school’ during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Lower Elementary, Upper Elementary & Middle School).</p> <p>1.2.2) 65% of regular attendees will report ‘getting their schoolwork done on time’ during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Upper Elementary & Middle School).</p> | 1.2.1 & 1.2.2) Student Positive Action Survey |
| 2) Improve social and behavioral outcomes | 2.1) Improve social/emotional learning | <ul style="list-style-type: none"> • Formula For Impact • Positive Action • Life skills • Mentoring • GOTR • Passport to Manhood | 2.1.1) 65% of regular attendees will report ‘admitting mistakes when they do something wrong’ at least most of the time during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Upper Elementary & Middle School). | 2.1.1, 2.1.2) Student Positive Action Survey |

| | | | | |
|--------------------------------|--|--|--|---|
| | | | 2.1.2) 75% of regular attendees will report 'trying to be a good friend' at least most of the time during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Upper Elementary & Middle School). | |
| | 2.2 Improve in-school or afterschool behavior | <ul style="list-style-type: none"> • Formula For Impact • Positive Action • Life skills | <p>2.2.1) 75% of regular attendees will report 'thinking about what they are doing before they do it' at least most of the time during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Upper Elementary & Middle School).</p> <p>2.2.2) 75% of program participants will report 'trying to do good things' at least most of the time during the spring of each grant year, as measured by the BGC Positive Action Post Survey (Upper Elementary & Middle School).</p> | 2.2.1, 2.2.2) Student Positive Action Survey |
| 3) Increase family involvement | 3.1 Increase family communication about school at home | <ul style="list-style-type: none"> • Formula For Impact • Positive Action • Life skills | 3.1.1) 75% of caregivers will report talking with their child about their school day regularly ("a few times a week" to "daily"), as measured by the Quality Improvement Scale (Spring). | 3.1.1) Quality Improvement Scale; Diehl Survey (Spring) |
| | 3.2 Increase family involvement with students' homework completion | <ul style="list-style-type: none"> • Formula For Impact • Positive Action • Life skills | 3.2.1) 75% of caregivers will report encouraging their child to complete homework assignments regularly ("a few times a week" to "daily"), as measured by the Quality Improvement Scale (Spring). | 3.2.1) Quality Improvement Scale; Diehl Survey (Spring) |

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Communication Plan:

FFY and BCSC has a close and mutually beneficial relationship that crosses over our commitment to serving the youth of Bartholomew County. There are several ways in which we communicate with BCSC from close teacher to case manager contact in the BGC and BBBS programs to broad strategic support of grants and initiatives through Counseling Counts and BCSC representation on the FFY board. While communication tends to be fluid and needs based, there is also a consistent forum where FFY participates closely in engagement with the schools through the Council for Youth Development.

Primarily access to program stakeholders is through regular communication at CYD meetings which gather not only BCSC stakeholders, but all facets of youth service in Bartholomew County. FFY staff serve closely on several committees including Youth Empowerment, Family Engagement, and Professional Development with members of the school system. These meetings occur in large format bi-monthly while smaller committees meet on the off months to discuss program initiatives and strategy around more focused community goals.

Each workgroup serves a different purpose but all serve to educate members on the initiatives and programs serving youth in the Bartholomew County community. The purpose of the Youth Empowerment Workgroup is to ensure a culture, vision, and system that supports a young person's ability to exercise power over one's life by being skilled, critically aware, and active in creating community change. The purpose of the Family Engagement Workgroup is to increase the skills, awareness, and opportunities for caregivers to actively support positive youth development. The purpose of the Professional Development Workgroup is to increase access to and participation in high quality professional development opportunities relevant to youth serving organizations.

Program Materials:

FFY is partnered with the Columbus Parks department. As such we also have access to a robust registration and email system that reaches nearly every household in Bartholomew County. Program Guides, Community Feedback, Surveys, and Promotional material are all communicated through the portal.

FFY also maintains regular updates in many social media sites for all its programs. With the continued revisions to our regular programs due to the COvid-19 pandemic, virtual and regular online communications have become the primary way in which our staff communicate with program participants. Any programs that we partner with, including 21st CCLC are listed in our partner page on the website and given logo visibility in United Way and other stakeholder presentations.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

FFY is currently working on creating a concrete and effective plan for Professional Development that relies on a set of Core Competencies for Youth Practitioners in Bartholomew County. These and the CYCC-B Credentialing will be the foundation for aligning professional development efforts and youth development activities.

Goals:

- Identifies knowledge and behavioral expectations
- Outlines a set of characteristics and attributes that define a continuum of professional development, that develops over time, along multiple pathways, and supports effective job performance
- Creates a common language for professional development
- Provides a blueprint for developing, tracking, supporting, and promoting staff qualifications
- Establishes a framework that allows professionals to achieve recognition in the field
- Provides access to competency-based training/ education, and ensures compensation commensurate with educational achievement

Along with the CYD Professional Development Committee and IYSA Standards for Youth Service Bureaus will plan to fully implement the following throughout 2020. Many of these items are already achieved, but as we continue the community driven process we want to ensure our professional development plans mirror those of the community.

Agency Objectives:

- Clearly defined job descriptions and skill classifications, effective hiring, evaluations, rewards and incentives, trainings and professional development, interview screening and reference checks
- Providers, Practitioners, Teachers, Youth Workers Assess level of knowledge and skill in each of the eight content areas Identify specific areas of need for future professional development (e.g., training/education)
- Directors, Program Administrators Specify training/ education requirements for staff job descriptions
- Develop staff training/education plans and policies Establish a salary scale based on staff educational achievement
- FFY Trainers and Community Training Organizat
-
- ions Plan and organize training/ education
- Promote training/education opportunities through CYD
- Higher Education Staff and Administrators
- Coordinate and design training content to facilitate transfer and articulation agreements

- Assess current program content to determine course development

Boys & Girls Club

Nationally, the Boys & Girls Club of America has put great efforts into what is known as the evidence-based Formula for Impact. Formula for Impact (FFI) has created for each of the nearly 4,000 Clubs a roadmap to success for our participants. This roadmap provides compelling evidence that through targeted programs and regular attendance (targeted programming 52 days a year) we can have a positive impact on academic success, good citizenship, and healthy lifestyle. Finally, the Formula for Impact requires each Club to develop and evaluate an impact plan to chart their progress. The plan is developed in part by staff of all levels, members of all ages, and parents of all socio economic status. BGCA National also assess commitment to the youth in our program through the National Youth Outcomes Initiative which measures how safe and involved in daily decisions youth in our programs feel.

NYOI or National Youth Outcomes Initiative is the BGC National standard for how a club operates and measures its success. In 2017 BGC National rolled out a Great Futures 2025 initiative which seeks to increase the percent of club members reporting an “optimal club experience” on the NYOI. These outcomes include increasing the level of training our staff receive in ALL our targeted programs. Essentially valid member survey data will indicate that not only are youth attending targeted programs but they ALSO will help us measure the quality of the interaction with our staff and the level of trust and safety a child feels while attending our programs.

Since 2013 we have implemented STEM programming into most of our club activities and curriculum. By offering this kind of curriculum after school, during snow days, and Fall/Spring breaks we can ensure that we are supporting the statewide STEM initiative and increasing our members’ abilities to compete academically in the long term. The Indiana Framework for the STEM initiative shows that mere exposure to increased activities of this type can nearly double a child’s chance of pursuing higher education or competently enter the workforce.

We use RecTrac, our attendance and demographic software, to count which club members attended on days when the STEM programs were being implemented. This gives us an accurate picture of how many members are being reached by the programming throughout the year.

Indiana’s Kids is an evidence-based program which results in reading and math grade-level improvements. Many kids enjoy the opportunity to study with the help of staff while in the Club. Few are eligible to participate fully in Indiana’s Kids. We are utilizing the required data of this program to indicate improvements for the larger population. So far we have increased our enrollment numbers in the program for 2016 and doubled our completed numbers into 2017.

We also work closely with BCSC by being present in their schools each month and distributing materials about afterschool program offerings. We receive data from the BCSC Administration on which Club Members have achieved grade level progression from our attendance statistics.

In 2017 we will focus the teen summer program on post-secondary education by delivering pre and posttests to the teens before and after they have visited several local campuses in the area as part of the BGC Teen Summer Program.

Columbus Youth Camp

Columbus Youth Camp has been an accredited member of the American Camp Association for over a decade. ACA sets the standards of practice for how outdoor and experiential programs should be run. As members we are also given access to current research regarding the outdoor programs effect positive youth development and build resiliency in youth. We are also able to utilize research tools like the surveys used to measure program outcomes. These surveys have been tested for validity by the ACA. While the structure of CYC experiential education programming is more fluid and less prescriptive, much of the ACA research applies directly to the programs we deliver. Additionally, research from Big Brothers, Big Sisters is applicable to our mentoring program and helps to guide us (a benefit of our direct relationship with BBBS through FFY).

Camp staff are Certified Youth Care Worker Professionals having submitted to both the professional credentialing test as well as the portfolio which collects their body of work against the standards of Professional which include:

- Professionalism
- Cultural & human diversity
- Applied human development
- Relationship & communication
- Developmental practice methods

As members of the CYCC-P each camp staff accepts the moral and ethical responsibility inherent in practice and promotes the well-being of children, youth and families in a context of respect and collaboration. We recognize and build into our outdoor program the values of care that are essential for emotional growth and social competence. Through the pairing of the professional certification standards with continued training in developmental assets CYC program also begins each activity with a full-value contract that celebrates the strengths generated from cultural and human diversity, that values individual uniqueness, and values family, and community as integral to the developmental process.

Much of the developmental based programming CYC offers has been validated externally by NREPP evidence-based mentoring programs like Big Brothers, Big Sisters. Additionally, much of the program itself takes its curriculum from Big Brothers, Big Sisters and applies the curriculum to a skills based leadership relationship in a group setting and is delivered according to an ongoing curriculum developed by counselors, facilitators, and youth.

As a result, our leadership and experiential education programming is evidence driven in that Pre and Post tests are given to all of the program participants with a total of 90 surveyed in

each school for 180 students total. In addition to the testing a school counselor serves as the primary school liaison alongside our facilitators. Reports are generated on school attendance, referrals to the office, tardiness, and grade level performance before and after involvement in the program. Teachers are surveyed before and after the program to judge the efficacy of the curriculum and to best judge any changes that need to be made.

Program at Columbus Youth Camp is based on the Developmental Assets model, outcomes driven, and evaluated yearly by participants, counselors, and teachers. As we move into 2020-2021 we plan to move the Columbus Youth Camp model of evidence based study into the same bucket as the NYOI surveys conducted through Boy's and Girl's Club. Columbus Youth Camp will then follow the same Formula For Impact metrics as our Hope Ave. Site.

Professional Development Content Area and Measures

1. Youth Development Practitioners as Resources to Youth
 - Communicating and ensuring implementation of health and safety expectations
 - Designing and implementing program activities that support program goals and incorporate the needs and interests of program participants
2. Youth Development Practitioners as Partners with Families
 - Offering opportunities to engage and support the families of program participants, including nontraditional and extended families
3. Youth Development Practitioners as Partners with Schools and Communities
 - Building reciprocal relationships with schools and communities
4. Youth Development Practitioners as Partners with Colleagues and Organizations
 - Demonstrating commitment to one's own learning, skill building, and professionalism on the job
 - Pursuing resources and policies that support programs and participants

As such FFY Hold several ALL-Staff Trainings each year in order to meet the developmental and educational goals of our staff and organization. Those have been outlined in the chart provided by DOE. It is noteworthy that many of our administrative level staff have been trainer certified in several key areas of professional development including CYCC-B, ACEs, and Developmental Assets and Relationships. Thus the cost to bring this training to our staff is minimal. We supplement other necessary staff training through our IYSA accreditation annual retreat and other community partners.



IDOE 21st CCLC Program Professional Development Plan

| | |
|--------------------------------|----------------------------|
| Program Name | Foundation For Youth |
| Program Director | Chuck Kime |
| Dates of Implementation | June 1, 2020—June 30, 2021 |

| Training Name | Provider | Objective | Impact on Program Quality | Staff Participation <small>(Staff Titles & Number of Participants)</small> | Hours | Total Cost | Funds | Date | CYC Alignment |
|------------------------------------|-------------|--|---|---|-------|-----------------------|-------|------------------|--|
| ACEs | FFY | Increase Understanding of Trauma Informed Care | Youth Development Practitioners as Resources for Youth | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 | 2 | \$0.00 In House | - | 6/2020 | Professionalism |
| Implicit Bias | IUB YSB | Increase Understanding of Diversity and minority issue | Youth Development Practitioners as Partners with Communities | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 | 2 | \$0.00 Partner Led | - | 8/2020 | Cultural and Human Diversity |
| Mental Health First Aid | Centerstone | Increase understanding of community resources | Youth Development Practitioners as Partners with Families | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 | 2 | \$0.00 Partner Led | - | 10/2020 | Applied Human Development |
| Orientation: FFY Standards of Care | FFY | Increase Understanding of Staff Roles | Youth Development Practitioners as Partners with Youth/Fam/Comm | Program Director: 3 Site Director: 3 Front Line Staff: 10 | 4 | \$0.00 In House | - | 8/2020 5/2021 | Professionalism Relationship and Communication Applied Human Development |



IDOE 21st CCLC Program Professional Development Plan

| | | | | | | | | | |
|------------------------------------|-------------|--|---|--|---|--------------------|---|------------------|---|
| ITVAP/DCS/SAFE Place | IYSA | Understanding of Homelessness and Trafficking Risk | Youth Development Practitioners as Partners with Youth/Fam/Comm | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 | 3 | \$0.00 In House | - | 1/2021 | Professionalism Relationship and Communication |
| Ethics and Professionalism | FFY/Journey | Understanding of Ethics vs Policy | Youth Development Practitioners as Resources for Youth | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 Board: 15 | 2 | \$0.00 In House | - | 3/2021 | Professionalism |
| Developmental Assets/Relationships | FFY | Understanding of overall Outcomes Measures FFY-Wide Understanding of Assets | Youth Development Practitioners as Partners with Youth/Fam/Comm | Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5 | 4 | \$0.00 In House | - | 8/2020 5/2021 | Cultural & human diversity Applied human development Relationship & communication Developmental practice methods |

Professional Development Plan Cost:

| | | | |
|----------------------|--------|-------------------|---|
| Total Estimated Cost | \$0.00 | % of Total Budget | % |
|----------------------|--------|-------------------|---|

EVALUATION PLANNING (10 POINTS; 5 PAGES MAXIMUM)

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Section 8**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, and student achievement data. Data are described in detail in **Table 11.1**. **When data will be collected.** Timelines for data collection are included in **Table 11.1**. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see **Table 11.1**).

| Table 11.1 Data Sources, Instruments, and Data Collection Timeline | |
|---|---|
| Data Type/ Collection Timeline | Instrument/Data Source Description and Associated Performance Measures (PM) |
| Demographics: <i>Ongoing</i> | Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i> |
| Achievement: <i>Spring (Annually)</i> | Student Report Card Grades (K-12): The evaluation will examine participants' semester report card grades (reading, math). <i>PM: 1.1.1, 1.1.2</i> |
| Attendance: <i>Entered weekly and submitted monthly</i> | Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i> |
| Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i> | DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. |
| Stakeholder Perceptions of Program Quality: | Quality Improvement Scale (Staff & Parents/Caretakers): The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. |

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| <p><i>November and April (Annually)</i></p> | <p>Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 3.1.1, 3.2.1</i></p> <p>NYOI Club Member Survey (Students): Program participants will complete the Boys and Girls Clubs’ (BGC) NYOI survey, which measures program quality in relation BGC’s Five Key Elements for Positive Youth Development: A safe, positive environment; Fun, including sense of belonging; Supportive relationships; Opportunities and expectations; and Recognition</p> |
| <p>Student Outcomes Survey: Spring (Annually)</p> | <p>Positive Action Survey (Students): Developed as part of the BGC’s Positive Actions program, the survey measures student outcomes in the areas of academic habits/school-related behaviors, substance use, healthy choices, and social/emotion & behavior. <i>PM: 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.2.1, 2.2.2</i></p> |
| <p>Site Observations: Fall and spring (Annually)</p> | <p>IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.</p> |

Use of evaluation data to drive program improvement: The Program Director and staff, in partnership with DCG, will utilize program evaluation data to make necessary program improvements. DCG has developed a Program Improvement Worksheet that will accompany reports provided to the program. The worksheet includes areas for improvement, program staff comments, proposed improvement strategies, resources needed, and a timeline. This worksheet will be completed by staff in collaboration with evaluators to guide the development of improvement strategies, and the worksheets will support program improvement meetings. Program improvement will be incorporated into regular staff meetings, and reports/improvement worksheets will be reviewed in staff meetings as applicable. Staff will be encouraged to contribute to planning. Through the advisory council and IN-QPSA team, multiple stakeholders (including school staff, parents, and students) will guide the program improvement process. These groups will review evaluation data and vet program improvement plans. DCG staff will be available to support these processes throughout the grant. As described in the following section, DCG instruments and reporting are aligned with the IDOE guidelines and the IN-QPSA process. Afterschool Standards will be incorporated into the evaluation recommendations where applicable.

2. Local Evaluator

As noted above, Diehl Consulting Group (DCG) has been selected to serve as the local evaluator. During the last 20 years, DCG has provided evaluation services to over 75 federal-, state-, and locally-funded afterschool sites.

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| <p>Table X. Select Experience</p> |
| <p>DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state,</p> |

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| and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management. |
| DCG has served as Indiana’s state evaluator for 21 st CCLC since 2018. |
| DCG staff include a former 21 st CCLC Project Director responsible for the management of four state and federal 21 st CCLC grants and a former 21 st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 st CCLC programs. |
| DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 st CCLC and is currently partnering with AIR on the statewide evaluation of 21 st CCLC in Texas. |
| DCG staff were on the original IDOE 21 st CCLC Advisory Council and are current members of the 21 st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 st CCLC Program Evaluation Guidelines, Indiana’s 21 st CCLC Teacher Survey, and performance measures framework |
| Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education. |
| DCG staff have experience using the state data collection system (Cayen). |

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template (including the required Executive Summary) has been created by DCG that aligns with the Indiana 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report.

Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):

DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the

development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

| Table 11.2 21st CCLC Report Timeline | | |
|--|-----------------------------------|---|
| Report Type/ Description | Report Date | Required Components |
| Aggregated Final Report (Summative) Provides summative evaluation results for all four years of the grant, reports progress for all performance measures. | summer '25 | <i>Program Quality, Attendance Trends, Performance Measures</i> |
| Year End Report (Summative) Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends. | summer '22, '23, '24, '25 | |
| Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester. | end of fall semester annually | |
| Stakeholder Survey Reports (Formative) Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff. | Jan./June annually | <i>Program Quality</i> |
| Site Visit Report (Formative) Data from annual site visits. Data are collected using the IAN Standards Checklist. | fall, spring annually | |
| IN-QPSA Report and Action Plan (Formative) Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> . | Annually based on IDOE guidelines | |
| Program Improvement Worksheet The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline. | Ongoing | |

3. Strategies of Measurement

Relevance. Performance measures have been developed and are included in the Program Implementation table. The selected measures have been developed in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans.

| Table 11.3 Strategies for Assessing Performance Measures | |
|---|--|
| Focus Area | Measurement Strategies |
| Academic | |
| Academic Achievement | Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPS who have increased their grade or maintained a C or higher. Academic enrichment and tutoring are key components of the 21st CCLC program, and academic improvements are expected for participants. |
| Academic Habits | Student perceptions of academic habits will be collected using the Positive Action Survey. Specifically, the percentage of RAPS who reporting ‘working hard in school’ and ‘getting their homework done on time’ will be examined. Given the program’s focus on homework help and character activities, it is theorized to support improvements in homework completion and effort. |
| Social/Behavioral | |
| Social-Emotional Learning | Student perceptions of social-emotional learning will be assessed using items from the Positive Action Survey. Specifically, the evaluation will focus on the percentage of RAPS ‘admitting mistakes’ and ‘trying to be a good friend.’ A variety of character education and teambuilding activities will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes. |
| In-School or Afterschool Behavior | Student perceptions of behavior will be assessed using items from the Positive Action Survey. Specifically, the evaluation will focus on the extent to which RAPS ‘think about what they are doing before they do it’ and ‘try to do good things.’ Programming offered through 21 st CCLC supports pro-social behaviors and is theorized to support decreased disciplinary infractions in the classroom. |
| Family Engagement | |
| Family Involvement in Student’s Education at Home | Family engagement will be measured using the Quality Improvement Scale. Specifically, the evaluation will examine the frequency with which parents talk with their children about the school day and encourage students to complete homework assignments. Programs will promote family engagement through parent and family events. |

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Our IYSA accreditation covers most of the standards we are required to follow for onsite safety and transportation policies. We have been a member in good standing for over two decades and have been renewed for 2020 this past year.

Transportation:

Buses are owned and operated by BCSC Transportation. Buses from every school come to FFY as part of an agreement with the school system. Transportation guidelines set forth by the Indiana Department of Education are followed in accordance with the law.

Needs of Working Families:

FFY, located at 405 Hope Ave. is open most of the year and during snow days and breaks. Our regular programs occur both in-school hours and out of school time with options for Night Owls (those families who need to work late and evening programming on Fridays for youth and teens. We are located on the East side of town where the demographics we serve in Bartholomew County need us most.

Additionally, our 12454 Youth Camp site is served primarily by Mt. Healthy and Southside youth whose schools and families are closest to that site. Transportation standards for pickup and dropoff are followed by our staff and vehicles are regularly maintained.

On-Site Safety, Hiring Practices, and Background Checks:

We follow the below protocols in accordance with our membership with IYSA. Below are the criteria that we follow to ensure a safe working environment for our staff, youth, and families. It should be noted we passed on all of these criteria.

SAFETY:

1. Review the organization's safety and Facility policies on a bi-annual basis
 - Is the facility clean and sanitary?
 - Is the facility safe and in good repair?
 - Emergency drills are conducted on, at least, a quarterly basis when youth participate in programming on premises
2. Policy and procedures in place to maintain reasonable staff ratios (defined by licensure requirements, as applicable) and provide regular staff training on safety (Universal Precautions, First Aid/CPR)
3. Consistently document procedures, accidents and incidents
 - Resolve all safety and health hazards within 24 hours of notice
4. Maintain a current and realistic crisis response preparedness plan
 - Crisis plan clearly delineates policies and procedures for possible disasters/crisis which may be encountered

- Crisis plan establishes a clear communication plan with a designated spokesperson to communicate with consumers, funders, media and community partners
 - Crisis plan includes alternative placement of consumers (if needed)
 - Crisis plan includes a back-up for all records and documentation
 - Crisis plan includes a behavioral management safety plan, as applicable
5. Agency maintains and post notices regarding:
- A Drug-Free Environment (with written policy related to the Drug Free Workplace Act of 1988 that is posted on the grounds.)
 - A Smoke-Free Environment

SAFETY PLANNING AND REVIEW

1. Review existing and pending facility use agreements at least bi-annually
2. There is an annual evaluation and update to the organization's overall risk management strategy. This includes:
 - a physical review of facilities and vehicles;
 - a review of insurance coverage; and
 - a review to ensure that the organization's building(s) are up to city, state and federal codes and have all required inspections and certifications.
 - Establish a realistic safety/facility budget (is appropriate within operating budget and facility depreciation)

ACCESSIBILITY AND APPEALING ENVIRONMENT

1. The facility is located in an area that is easily accessible to the consumers it is designed to serve.
 - Location is in residential or high-youth traffic area or near a transit stop, when possible
 - Location is well marked and recognizable
 - Location is within a safe neighborhood and/or is well-lit, free of external hazards, grounds are monitored, etc., to ensure safety of clients and staff
2. The facility is designed and planned to be appealing to consumers while maintaining safety and security
 - Facility enables staff to respect the youth's right to privacy and at the same time provide adequate supervision
 - Facility is welcoming and warm

HIRING AND SCREENING

1. There are up-to-date, written policies and procedures based on best practices in Human Resources that include:
 - the organization's intent to be fair, consistent and nondiscriminatory, and to meet all legal requirements including fair employment, affirmative action and equal employment opportunities, as applicable.

- the consequences of providing false or misleading information and criminal or civil records that will automatically bar a person from employment or volunteer service; and
 - the recruitment for staff vacancies are publicized to encourage applications from minorities and the disabled.
2. There are clearly written job descriptions for each staff and volunteer position that define:
 - duties and responsibilities,
 - education and experience, and
 - professional and ethical conduct required for the position.
 3. All staff candidates and volunteers, as applicable, are required to complete an application form that collects:
 - information about an applicant’s work history, education and background.
 - Includes a statement regarding EEO requirements
 4. There is a defined process to gather information needed to make informed hiring and selection decisions for staff and, as applicable for volunteers, including:
 - a fair and consistent process to screen resumes;
 - interview questions and rating that utilize a “Behavior-Based Interview and Selection” method to assure skills, knowledge and character needed to be successful in the position;
 - selection based on meeting job requirements, core competencies and experiences which align to requirements of the job and work environment.
 - notification of prospective employees who have been interviewed of hiring decisions
 5. Policies and practices exist to ensure reference and other checks are done to gain insight into the candidate’s experience, skills and character:
 - reference checks from past employers and/or supervisors; co-workers subordinates; and others, depending on the position are in personnel files
 - Employees have all certifications and/or licenses required by the position they are hired to fill in the file (direct care – H.S. diploma or equivalent, therapists
 - i. Master’s degrees, etc.)
 6. There is a defined system to evaluate findings about criminal records or other concerns uncovered during the hiring process that includes:
 - barrier crimes that automatically bar the person from consideration;
 - a process for creating a review process to evaluate hiring recommendations of staff or volunteers with criminal records that take into account:
 - i. seriousness of the crime;
 - ii. length of time since last offense;
 - iii. pattern of criminal activity; and
 - iv. activities in which the applicant has been involved since the offense occurred.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

As we address the sustainability of this request, it is important to recognize that 21st Century Learning Center funding address our core mission. Serving the out-of-school needs of young people takes priority over all other services offered by our organization. This has been true as we address the pandemic and has been true since 1928.

In January of 2020 we were about to embark on a capital campaign to address our capacity concerns and to invest in facilities that had not received substantial investment in 20 years. We were 100% debt free. Annual income/expense reports had trended positive (on a cash basis) for the previous 3 years. Our Business Committee had established and fully invested accounts that would support operational and capital needs. Our organization was as strong as anyone can recall. This is true financially and as we examine staff, Board, and community support. Our request is for 21st Century to support and offset expenses for our families receiving 100% scholarships or participating in our sliding fee scale. Our current pricing model charges our more affluent families approximately \$2,500 annually. This includes both school semesters and all day attendance during summer. 45% of our students are participating at a reduced rate; 10% further receive 100% discounts. Foundation For Youth does not have a "scholarship fund". These discounts are simply unrealized income that is offset by other revenue sources including contributions and earned income from our programs. With 21st Century support, we can take a longer view, serve more families with quality educational and social-emotional supports.

Contingency plans to ensure program sustainability will focus on how able we are to serve those populations that "need us most". Our plans for this request are to be able to reach further into disadvantaged populations and continue improving services. If this funding should diminish, we would need revert to some version of our existing, less advantageous model.

APPLICATION CHECKLIST

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