

21ST CCLC

NAME OF LEA OR ORGANIZATION	MSD OF WARREN TOWNSHIP
ADDRESS	975 N POST RD.
COUNTY	MARION
NAME OF CONTACT PERSON	RYAN RUSSELL
TITLE	ASSISTANT SUPERINTENDENT K-12
PHONE NUMBER	317-869-4352
EMAIL	RRUSSELL@WARREN.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	TIM HANSON
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	THANSON@WARREN.K12.IN.US

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
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 TH
SUNNY HEIGHTS ELEMENTARY (SCHOOL CORP #5360)	75%	F	50	K-4TH
STONYBROOK INTERMEDIATE AND MIDDLE SCHOOL (SCHOOL CORP #5360)	74%	D	30	5-8TH



21ST CCLC

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
SUNNY HEIGHTS ELEMENTARY	11149 STONY BROOK DR.	INDIANAPOLIS/ MARION
STONYBROOK INTERMEDIATE AND MIDDLE SCHOOL	11300 STONY BROOK DR.	INDIANAPOLIS/ MARION

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-8TH
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY,	STEM

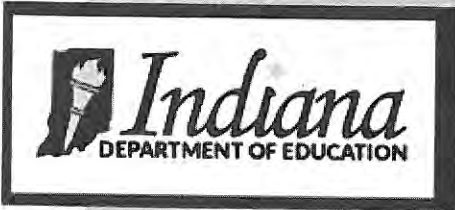


21ST CCLC

<p>COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</p>	
<p><u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</p>	<p>AFTER-SCHOOL, SUMMER SUNNY HEIGHTS AFTERSCHOOL – 3:05 – 6:30 STONYBROOK AFTERSCHOOL – 3:55 – 6:30 SUMMER – 9:00 -6:00</p>
<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>Y</p>

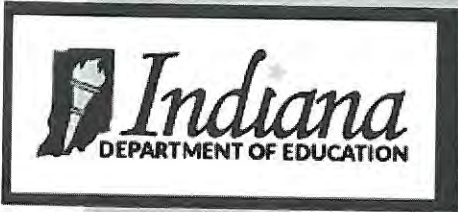
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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



21ST CCLC

- 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



21ST CCLC

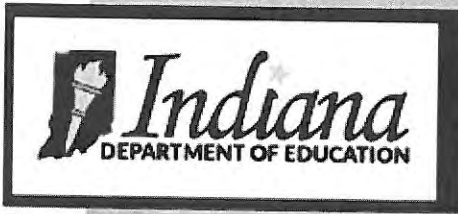
term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;

- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

MSD of Warren Township
Applicant Name (LEA or Organization)

Timothy Ham
Authorized Signature

8.7.20
Date



21ST CCLC

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).



THE METROPOLITAN SCHOOL DISTRICT OF
WARREN TOWNSHIP

**Memorandum of Understanding
Between Metropolitan School District of Warren Township and Boys &
Girls Club of Indianapolis, Inc**

The Metropolitan School District of Warren Township, hereinafter referred to as MSD Warren Township, and Boys & Girls Club of Indianapolis, Inc., hereinafter referred to as BGCI, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Afterschool and Summer Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by MSD Warren Township from the Indiana Department of Education.

MSD Warren Township and BGCI desire to work cooperatively to build an asset-based approach to the delivery of services to children, youth and families. MSD Warren Township and BGCI will implement effective strength focused strategies for positive youth development as part of the Afterschool and Summer program at Sunny Heights Elementary School (#5389) and Stonybrook Intermediate and Middle School (#5367).

I. PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Afterschool Program as Described in the program model, and to set forth the operative Conditions which will govern this important partnership.

II. DESCRIPTION OF PROGRAM SERVICES

A. MSD Warren Township agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the Afterschool Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the media center at Sunny Heights; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed)



- and the Mediaplex at Stonybrook. Space provided will also include access to the needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with BGCI to identify high-priority student participants and to meet needs of students served in the program.
 4. Develop common confidentiality guidelines to share information between MSD Warren Township and BGCI to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
 5. Provide after school supper and summer breakfast and lunch through the School Nutrition Program managed by the IDOE.
 6. Maintain coordination of other agencies and service providers with BGCI.
 7. Provide the needed student assessment forms and evaluation requirements.
 8. Assist with coordination of safe transportation of students home following the Afterschool Program. This includes providing BGCI with a list of students who are transported by parents/ authorized guardians and those who will board buses for transportation home.
 9. Provide professional development opportunities to BGCI staff.
 10. Meet quarterly with BGCI Program Director, Site Director, Grant Coordinator and fiscal agent.

B. Boys & Girls Club of Indianapolis (BGCI) will:

1. Provide a parent sign-up table and BGCI representative at each site's School Registration Days.
2. Provide Program Director to oversee Site Directors (Coordinators) & to support their collaborative work with school administrators & BGCI partner agencies. Site Directors will provide nightly reports to school principals regarding any issues. Site Director will oversee Family Engagement Activities (in addition to Title 1 Family Nights at the school). Site Director or designee will be on-site until all students are picked up by parent/caregivers or transported home by Warren's Transportation Department.
3. Provide up to ten Youth Development Professionals at each site for a minimum of 3 hours a day x 170 days to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Provide one full-time Site Director at each Afterschool and Summer Program site (Sunny Heights and Stonybrook) for 8 hours per day, five days per week, for a minimum of 170 days. The Site Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing



- leadership for all Youth Development Professionals hired by BGCI and employed in the Afterschool and Summer Program.
5. Deliver services as an afterschool program from 3:05 - 6:30 PM at Sunny Heights Elementary and from 3:55 - 6:30 at Stonybrook Intermediate and Middle School on designated days of program' operation.
 6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by MSD Warren Township and project evaluators (i.,e., Cayen).
 7. Designate a BGCI employee to serve on the School Improvement/ Schoolwide Planning Committee (i.e., Advisory Council) for each designated site.
 8. Be responsible for general program coordination, including set-ups & clean-up and first aid.
 9. Provide professional development opportunities to BGCI staff.
 10. Follow all policies and procedures of Warren Township Schools.

III. TERMS

The term of this Memorandum of Understanding shall commence no earlier than April 1, 2021 and continue through May 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

IV. TERMINATION CLAUSE

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

V. AMENDMENTS

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

VI. HOLD HARMLESS/ INDEMNIFICATION



- A. MSD of Warren Township agrees to indemnify, defend and hold harmless BGCI, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of MSD Warren Township. It is understood that such indemnity shall survive the termination of this Agreement.
- B. BGCI agrees to indemnify, defend and hold harmless MSD of Warren Township, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because or arising out of, or related to the active negligence of BGCI. It is understood that such indemnity shall survive the termination of this Agreement.
- C. Insurance: As part of, but without limiting the hold harmless covenant, BGCI shall during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). MSD Warren Township, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with MSD of Warren Township before commencement by BGCI of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to MSD Warren Township. A certificate of insurance showing compliance with these requirements shall be filed with MSD Warren Township Chief Financial Officer.

VII: INDEPENDENT CONTRACTOR STATUS

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

VII: FINGERPRINTING

In accordance with Education Code Section 45125.1, BGCI shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to MSD



THE METROPOLITAN SCHOOL DISTRICT OF
WARREN TOWNSHIP

Warren Township that no employee of the contractor working with students and parents of Warren Township has been convicted of a violent or serious felony as defined by statute. BGCI shall not permit any employee to have any such contact with a student of MSD Warren Township until such certification has been received by Warren Township. BGCI shall supply Warren Township with a list of names of those employees who are cleared to work with students and parents of the district. MSD Warren Township will also conduct criminal background checks on BGCI employees working to support its Afterschool Programs.

IX: WRITTEN NOTICE

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

X: APPROVALS

Ryan Russell
Assistant Superintendent K-12
MSD of Warren Township

8/5/20

Date

LeeAnn Harris
Director of Club Operations
Boys & Girls Club of Indianapolis, Inc

8/5/2020

Date

Memorandum of Understanding

The Metropolitan School District of Warren Township, hereinafter referred to as MSD Warren Township, and Metropolitan Indianapolis Public Media, Inc., d/b/a WFYI Public Media, hereinafter referred to as WFYI, enter into this Memorandum of Understanding (MOU) for the express purpose of collaborating through the Ready to Learn Initiative to introduce students to STEM concepts early.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, to collaborate through the Ready to Learn Initiative which introduces children to STEM concepts early.

The parties agree to:

1. MSD Warren Township and WFYI will engage in activities including program training, program assessments, and program implementation of basic STEM activities, PBS Kids RUFF RUFFMAN, Odd Squad, PBS Kids Scratch Jr., Molly of Denali, Ready Jet Go, and Family Creative Learning opportunities.
2. MSD Warren Township will provide WFYI with data when requested.
3. WFYI will provide all services in kind and will not receive compensation for their services, supplies or products.
4. This agreement shall remain in effect until either party terminates the agreement by written notice.

Ryan Russell

Ryan Russell (Aug 10, 2020 08:49 EDT)

Ryan Russell
Assistant Superintendent K-12
MSD of Warren Township

Greg Petrowich

Greg Petrowich
President and CEO
Metropolitan Indianapolis Public Media, Inc.

Memorandum of Understanding

This agreement established the obligations of the parties collaborating in the PBS Kids STEM project in accordance with a grant from the Indiana Department of Education.

The two parties are Boys & Girls Clubs of Indianapolis, an Indiana nonprofit corporation with a business address of 3909 N. Meridian Street, Suite 100, Indianapolis, IN 46208 and Metropolitan Indianapolis Public Media, Inc., d/b/a WFYI Public Media, an Indiana nonprofit corporation with a business address of 1630 North Meridian Street, Indianapolis, IN 46202.

The parties agree to:

1. Uphold the deliverables described in the workscope of the PBS Kids STEM grant held by Boys & Girls Clubs of Indianapolis that support the execution of the STEM Innovation grant from the Indiana Department of Education held by Boys & Girls Clubs of Indianapolis.
2. WFYI and Boys & Girls Clubs of Indianapolis will provide all information required for reporting obligations for the grants held by each organization. This includes progress reports, data collection, activities, marketing, and other specified reports.
3. WFYI and Boys & Girls Clubs of Indianapolis will engage in activities including program training, program assessments, and program implementation of basic STEM activities, PBS Kids RUFF RUFFMAN, Odd Squad, Scratch Jr., and Family Creative Learning opportunities.
4. WFYI will provide all services in kind and will not receive compensation for their services, supplies or products.
5. This agreement shall remain in effect for the period of the grant, which is July 1, 2020 to June 30, 2021.

Burt A. Beck

Burt A. Beck (Aug 5, 2020 09:23 EDT)

Burt Beck
Director of Community Based Programs
Boys & Girls Clubs of Indianapolis

Aug 5, 2020

Date Signed

Greg Petrowich

Greg Petrowich
President and CEO
WFYI Public Media

Aug 5, 2020

Date Signed



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

MSD of Warren Township met with **Burge Terrace** on **August 4, 2020** in consultation for participation in a 21st CCLC initiative in **Indianapolis/Marion 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

Ann Newton
Non-Public School Representative

Ann Newton
Signature 08.04.20

Jamese Bowman
Applicant Representative

Jamese Bowman
Signature



SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

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COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

MSD of Warren Township met with **Holy Spirit** on **August 4, 2020** in consultation for participation in a 21st CCLC initiative in **Indianapolis/Marion 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

Rita Parsons

Non-Public School Representative

Rita Parsons

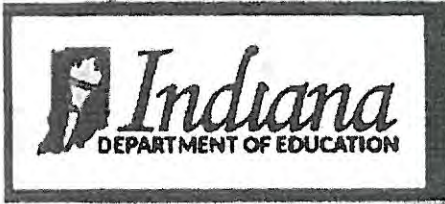
Signature

Jamese Bowman

Applicant Representative

Jamese Bowman

Signature



21ST CCLC

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

MSD of Warren Township met with **St. John Lutheran** on **August 7, 2020** in consultation for participation in a 21st CCLC initiative in **Indianapolis/Marion 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

Julie S. Klopke

Julie S. Klopke
Non-Public School Representative

Julie S. Klopke
Signature

Jamese Bowman
Applicant Representative

Jamese Bowman
Signature



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

MSD of Warren Township met with Trinity Lutheran on August 4, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis/Marion 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

Sara Grein

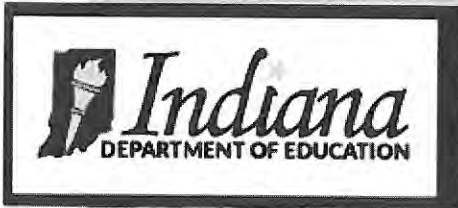
Sara Grein
Non-Public School Representative
signature

8/4/2020

8/4/2020
Date

James Bowman
Applicant Representative

James Bowman
Signature



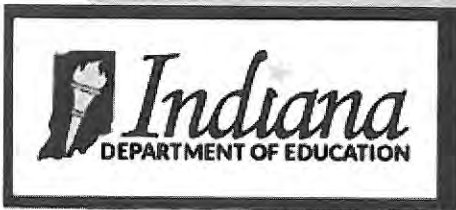
PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

MSD of Warren Township (Warren) will partner with the Boys & Girls Club of Indianapolis (BGCI) to provide after school and summer programming to Sunny Heights Elementary and Stonybrook Intermediate and Middle Schools. BGCI has provided opportunities for young people for 127 years and has partnered with Warren for the last 17 years. Warren and BGCI would like to partner to provide opportunities for young people in high need areas and schools. Because Warren and BGCI care about our young people, we strive to provide a safe, educational, and positive atmosphere where they can prosper and reach their full potential. In pursuit of this mission, Warren and BCGI request funding to provide services for afterschool and summer programming to serve at least 80 students at Sunny Heights and Stonybrook. This program will serve students in grades K-4 at Sunny Heights and 5-8 at Stonybrook. The priority area will be STEM but the program will also address Literacy, College and Career Readiness and Family Engagement. The focus on STEM will be addressed through Career Exploration, STEM activities, the Ready to Learn Initiative and the Imagine Science curriculum.

High quality afterschool and summer programs support positive outcomes for all young people whether they are in elementary school, middle school or high school. When programs are high quality, they do much more than provide children with a safe place to be. They expand learning through intentional, experiential activities that integrate academics, skill-building and positive youth development principles. They instill self-confidence, self-regulation and positive adult-child relationships with skilled, training professionals (Forum for Youth Investment, 2008). They promote healthy, active lifestyles by providing snacks and meals.

Based on statewide testing performance, crime in the area and student's social emotional wellbeing, the youth at Sunny Heights and Stonybrook are in need of academic afterschool and summer school programs to strengthen their academic performance and to provide supports. Students' lowest test scores are in Math and a focus on STEM is imperative to address this issue. Recognizing the imperative for students' understanding that math & science competencies are needed to solve real-world problems, STEM activities are provided to actively-engage students to develop critical thinking, problem-solving and collaboration skills.

The purpose of this program is to fill idle student time with evidence-based academic enrichment programs and to promote social competence. The program will focus on activities from the Boys & Girls Clubs of America's Five Core Program



21ST CCLC

areas; Education & Career Development, the Arts, Health & Life Skills, Character & Leadership Development, Sports, Fitness and Recreation. Participants will be divided into groups according to their age/ grade levels and will participate in scheduled programs. Highly-effective afterschool Site Directors and Youth Development Professionals, supported by ongoing professional development, will ensure that scheduled activities reflect a balance of activities that both actively-engage and motivate students at multiple levels: academically, behaviorally, physically and emotionally. Across the entire grant period, afterschool and summer program staff will continuously ensure that implemented activities reflect student needs.

The intended outcome of the program is to improve Academic outcomes for students and to improve student behavior. Academic outcomes of the program will vary per site and will focus on improving student grades and student performance on state standardized assessments and local assessments. In addition to reporting academic outcomes, several tools will be utilized to measure program effectiveness.

Key people involved with this project from Warren will include; Ryan Russell (Assistant Superintendent K-12), James Bowman (Coordinator of Grants and Assessments), Ann Lewis (Grant Administrator) and Linda Sponsel (Specialist). In addition BGCI's site directors and youth development professionals, Burt Beck (Director of Community Programs), will oversee the program for BGCI.

Limelight Analytics will evaluate the program. Limelight will utilize participant and parent surveys administered by program staff and will conduct site visits to observe programs and interview staff. Evaluations will be used to identify program strengths and areas of growth. Mindy Hightower King Ph. D., owner and President of Limelight Analytics, will supervise all aspects of evaluation. Danielle Sovinski will be our Evaluation Specialist through Limelight Analytics.

Warren and BGCI value the supplemental opportunities afforded its high-need students through participation in the 21st CCLC afterschool program. We urge your consideration and ultimate approval of our proposal, in support of 80+ students and families whose lives and successful achievements will be impacted through the supports of this grant. With a proven track record of fiscal integrity and program success, Warren pledges to honor all commitments presented within this proposal on behalf of its participating students, families and staff.



21ST CCLC

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Minimum Criteria

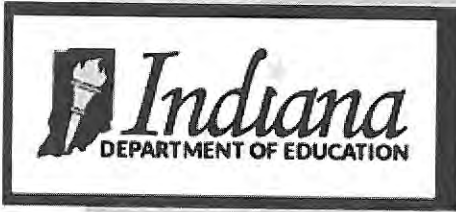
Both schools meet 21st CCLC's eligibility requirements. Sunny Heights' federal accountability grade for 2018 was an F and in 2019 the rating was 'Approaches Expectations.' The free and reduced lunch rate at Sunny Heights is 75%. Stonybrook Intermediate and Middle's federal accountability grade in 2018 was a D and in 2019 the rating was 'Does Not Meet Expectations.' The free and reduced lunch rate is 74%.

2. Origin of Partnership

Since 1893, BGCI has served young people from disadvantaged circumstances. In the early 1990's BGCI began opening non-traditional clubhouses in public housing and schools. BGCI and Warren have worked together since 2003. BGCI started as an afterschool program in schools that parents paid for weekly. BGCI received its first 21st CCLC grant in in 2007. In October 2017, BGCI (CBO) entered into a partnership with Warren (LEA) to transfer Cohort 7 Year 4 funds in order to provide one year of 21st CCLC programming at Sunny Heights Elementary during 2017-2018. Since 2003, Warren and BGCI have had a successful partnership that has impacted hundreds of students in a positive way. Warren and BGCI currently partner at Pleasant Run Elementary, Liberty Park Elementary and Raymond Park Intermediate and Middle School for the afterschool program. Warren and BCGI collaborate and meet throughout the year to ensure the program's success.

3. Priority Area

The program will focus on STEM and include high yield learning activities. The majority of the BGCI programs are nationally recognized and developed by Boys & Girls Club of America's Five Core Program areas: Education & Career Development, the Arts, Health & Life Skills, Character and Leadership Development, Sports, Fitness and Recreation. Imagine Science is a STEM curriculum developed through a partnership between Boys & Girls Club of America, Girls, Inc., National 4-H Council and Y-USA. The purpose of the curriculum is to increase interest in STEM careers for young people. The Ready to Learn Initiative includes free lessons and resources through WFYI, an Indianapolis public radio and TV & News Station, which introduces children ages 2-8 to STEM at an early age. The program will also address STEM through Career Development. Students and families will participate in STEM projects throughout the year. STEM will be taught through weekly



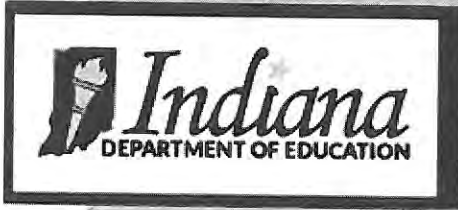
21ST CCLC

activities as well as through the Imagine Science and Ready to Learn curriculum. Families will engage in STEM activities during Family Nights.

In addition to Imagine Science, the proposed program will build off of existing school curriculum to integrate STEM learning. Warren's current Math curriculum is Eureka K-12. The curriculum is aligned with the Indiana's College and Career Readiness standards. BGCI will assist in providing added instruction to students. The principals welcome 21st CCLC staff to visit classrooms and work with teachers to support their curriculum.

Warren Township staff will work collaboratively with full-time (on-site) BGCI Site Directors to ensure academic alignment to Indiana Academic competencies. BGCI will have opportunities to attend professional development days at Sunny Heights and Stonybrook (aligned to Indiana Academic Standards). STEM will be a focus and priority for the program and the schools. They will also have access to online webinars for curriculum training.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM): Warren is not eligible to receive any priority points, but both Sunny Heights and Stonybrook are Targeted Support and Improvement schools.



NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

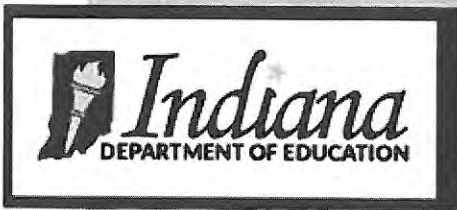
Located on the far eastside of Indianapolis, hardly a day passes without an evening news report of violent crime or family disturbances within the communities served by our targeted schools. According to SAVI Data, the juvenile crime rate (ages 5-17) within Warren Township is higher than those rates in surrounding school districts of Lawrence, Decatur, Washington, Perry, Pike and Franklin Townships. *Fight Crime: Invest in Kids, 2012*, shows that “juvenile crime is greatest from 3-6 p.m. – in the hours afterschool while parents are at work. Their research shows that “children who participate in afterschool programs are less likely to do drugs, become teen parents, or become victims or perpetrators of crime.” The summer program is also a necessity. Assessment results for both schools are far below the state average. According to Scholastic, *How to Prevent Your Kids from Losing What They Learned in School During Summer Vacation*, a recent study of student sin 3rd – 5th grades showed that students “lose on average 20% of their school-year gains in reading and 27% of their school-year gains in math during summer break.” Students at Sunny Heights and Stonybrook cannot afford to lose any school year gains since so few students show proficiency on the Math or ELA assessments. Warren wrote and received two Innovation Grants earlier this year for an afterschool program at Sunny Heights and Stonybrook and an additional summer program. It would be detrimental to students and families to offer these programs for one year and not continue to provide these supports.

1. Data Evidence

Sunny Heights has a free and reduced rate of 75%. The school's federal accountability grade for 2018 was an F in 2018 and in 2019 the rating was 'Approaches Expectations.'

Sunny Heights State Assessments

Year	Passed ELA	State Average	Passed Math	State Average	Passed Science	State Average
2017	43.5%		34.5%			
2018	35.5%		27.4%			
2019	19.3%	48.9%	37.9%	48.7%	9.1%	47.4%



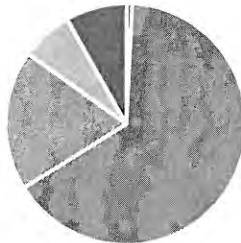
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Sunny Heights ILEARN Performance

Subject	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA	53.5%	26.7%	17.4%	2.3%
Math	40.7%	20.3%	30.2%	8.7%
Science	76.6%	14.3%	7.8%	1.3%

Sunny Heights Demographics

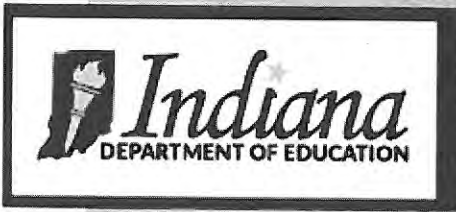
Race



■ Asian .7% ■ Black/ African American 65.4% ■ Hispanic 18.7% ■ Multiracial 6.9% ■ White 8.3%

Student enrollment by student group

Student Group	2018	2019	2020
Economically Disadvantaged	86.5%	85.9%	73.9%
English Learners	7.5%	7.8%	10.9%
Foster Children	1.8%	1.2%	
High Ability	5.8%	12.8%	
Homeless	2.9%	2.4%	
Students with Disabilities	17.8%	15.8%	13.7%



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Sunny Heights Behavior Incidents

Year	Infractions	Suspensions
2017-18	1,234	92
2018-19	693	93
2019-20	444	49

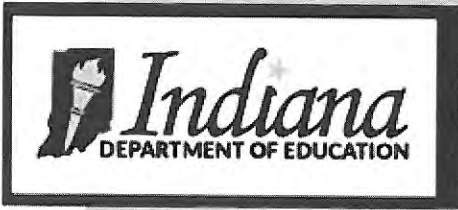
Stonybrook Intermediate and Middle School's federal accountability grade was a D in 2018 and in 2019 the rating was 'Does Not Meet Expectations.' The free and reduced lunch rate is 74%. Only 17% of students passed both the English and Math portions of the statewide test in 2019.

Stonybrook State Assessments

Year	Passed ELA	State Average	Passed Math	State Average
2017	38.8%		23.4%	
2018	38.9%		23.7%	
2019	28.7%	48.9%	22.5%	48.7%

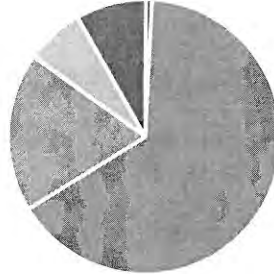
Stonybrook ILEARN Performance

Subject	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
ELA	44.2%	28%	19.9%	7.9%
Math	57.7%	20.6%	14.6%	7.1%



Stonybrook Demographics

Race



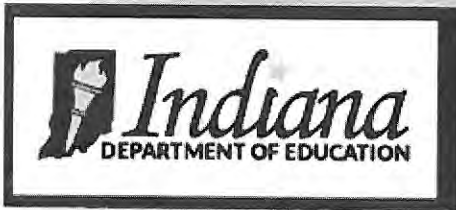
■ Asian .7% ■ Black/ African American 65.4% ■ Hispanic 18.7% ■ Multiracial 6.9% ■ White 8.3%

Stonybrook Student Enrollment by Student Group

Student Group	2018	2019	2020
Economically Disadvantaged	86.5%	85.9%	73.9%
English Learners	7.5%	7.8%	10.9%
Foster	1.8%	1.2%	
High Ability	5.8%	12.87%	
Homeless	2.9%	2.4%	
Students with Disabilities	17.8%	15.8%	13.7%

Stonybrook Behavior Incidents

Year	Infractions	Suspensions
2017-18	1545	178
2018-19	1784	214
2019-20	1809	263



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2. Current Programming

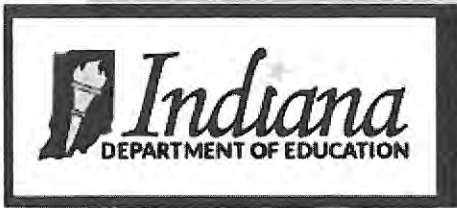
Sunny Heights and Stonybrook currently have the YMCA available for after school care. The YMCA is available for students in grades K-6 and it is available in each building. This program would provide after school activities for students in K-8. Both programs can co-exist using the facilities. The programs will occupy different spaces. The cost for before and after school care is \$52/week for after school care. The cost for 'School's Out Camp' (breaks & summer) is \$176/week for the YMCA. Families often have multiple students needing care and the costs can add up. These schools are located in high crime and high poverty areas. Many parents do not feel safe with their students going home after school without supervision. Students may get involved in unsafe activities with a lack of supervision. Parents and caregivers often cannot afford the YMCA. In some cases they don't have transportation to pick up their students but they still need the service. In contrast, this proposed 21st CCLC program would provide affordable, safe after school care that includes transportation.

Warren offers some tutoring through Title 1, athletic teams at the intermediate and middle level, as well as some academic clubs in schools. Programs are limited in scope (i.e., seasonal, infrequent).

3. Enhance or Expand

This program will expand the current out-of-school time programs available to students at Sunny Heights and Stonybrook. Families who cannot afford the cost of the YMCA will have the opportunity to sign their student/s up for this high quality program. Students in the 7th and 8th grades will also benefit from this program. This program will provide homework help and expand learning activities for students.

School	Current Program	New Services Proposed for CCLC
Sunny Heights Elementary (Gr K-4)	Teachers provide afterschool tutoring (50 hours using Title 1) Student Council, Robotics, Math, Spell, Science Bowls (approx.. 10 students per team) Sign Language Club, Green Team, Gardening Club, Reading Club, Safety Patrol (approx.. 10 students per club)	50 students served from 3:05 to 6:30 pm 3.5 hrs daily, Monday – Friday (170 days) Afterschool programming (academic, physical, social and behavioral) Dinner provided for student participants (School Nutrition Program) Parent pickup and transportation home
Stonybrook Intermediate and Middle (Gr 5-8)	Teachers provide afterschool tutoring (50 hours using Title 1) Seasonal athletic teams (approx. 10-40 students per team) Spell Bowl, Math Bowl, Science Bowl, Vex Robotics, Student Council, Choir, Academic Team, NJHS, art	30 students served from 3:55 – 6:30 pm 2.5 hrs daily, Monday – Friday (170 days) Afterschool programming (academic, physical, social & behavioral)



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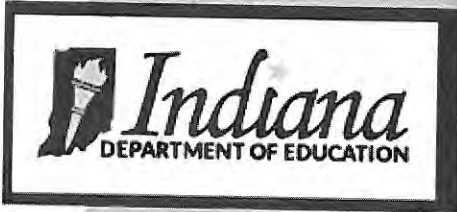
	club, Science Olympiad (approx. 10 students per club) Limited Activity buses to transport home	Dinner provided for student participants (School Nutrition Program) Buses provided to transport students home
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4. Identified Needs

MSD of Warren Township created the Journey of a Graduate (JOG) team, which focused on skills that needed to be developed during a students' time in Warren. The group was comprised of teachers, parents, administrators, community leaders and students. Based on these skills, the team identified current needs of the district. Based on the needs of the district, the team made recommendations that included affordable after school programming and additional academic support for students. The team met numerous time throughout the year. Surveys were given to students, staff, parents and community members. The team then analyzed that data to determine skills a graduate should possess. The team also made recommendations for students.

Through a review of parent survey data, collaborative conversations (JOG team) with –and the full support of- targeted building leaders, Warren has worked jointly with BGCI to develop a multi-dimensional approach to our proposed program. There is a need for high quality after school and summer care for students K-8. The main reason that underprivileged students don't participate in after school activities is due to the cost. By receiving this grant, one of the main barriers for low income families is removed. This grant will provide additional academic support for students with a focus on STEM in an effort to improve academic achievement. Transportation will be provided when needed. That is another barrier that would prevent students from attending.

Last year, when Warren changed the hours elementary schools, parents were forced to find alternative care due to school releasing an hour earlier. This program will help parents fill that need for alternative care. Stonybrook's time also changed and students are released an hour later. Middle school is an important time in a child's development and structured activities would have a profound effect on students. These schools are located on the same campus right across from each other. Sunny Heights feeds into Stonybrook and that is beneficial to families. Families with students at Sunny Heights and Stonybrook would be able to enroll all of their students in the program. This program would also provide stability for students as they move up grade levels. They will develop relationships with students and staff and this will aid with their social and emotional development.



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Safety will also be improved, as both school are located in the 46229 zip code on the far eastside of Indianapolis. This is a high crime area and many current and former Warren students have been murdered or have committed crimes. High quality afterschool programming will help keep Warren students occupied and out of harm's way.

The program will also help students improve academically and in regards to behavior. The after school program will provide homework help and it will extend learning with a focus on STEM. Math scores at Sunny Heights and Stonybrook have historically been much lower than ELA scores. By focusing on STEM, it is expected that those scores and student understanding of these concepts will improve. Behavior would improve based on the after school program keeping in close contact with the teachers, parents and administration. The program will also focus healthy lifestyles that will go hand in hand with the Second Step, social - emotional curriculum that the district has recently started using. The focus on students' social and emotional development will help improve student behavior.



PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM):

1. Project Collaboration

Warren's partnership with BGCI is based on previous, proven performance at Liberty Park Elementary School, Pleasant Run Elementary School and Raymond Park Intermediate and Middle School. Administrators in both targeted schools, Sunny Heights and Stonybrook, support our proposed partnership. Warren and BGCI will partner to provide afterschool and summer programming at Sunny Heights and Stonybrook. Warren will be the fiscal agent and BGCI will run the program. Regular consultation will happen throughout the school year. BGCI will hire the Site Directors, and direct employees. BGCI and will provide professional development for employees. Warren will also have professional development opportunities for BGCI staff. Warren will provide transportation for students using district buses. The schools will provide the facilities for students to use. The program will have access to the gymnasium, media center, cafeteria, playground and some classrooms. Those facilities will be properly maintained by Warren and the program will make sure the areas are clean and sanitized when they are finished using these areas.

Warren and BGCI will partner with WFYI/PBS for elementary STEM and family programs. Through Ready to Learn, WFYI has developed free, evidence based educational resources for teachers, caregivers and parents. This initiative will expose students to STEM concepts early. The curriculum focuses on science and literacy based videos, apps and games for students. The program strives to give students ages 2-8 an early foundation in science and literacy. Both Warren Township and BGCI are listed on the WFYI website as community partners.

Boys & Girls Club of America has partnered with other youth organizations Girls Inc., The National 4-H Council, YMCA, to develop resources that introduce students to the Imagine Science curriculum. The curriculum focuses on building interest in STEM careers for young people. All four combined their resources to develop the curriculum.

2. Identifying Partners

Warren and BGCI have history that dates back to 2003. This partnership has yielded positive results. BGCI currently runs the afterschool program in three other schools. BGCI has been intricately involved in the process of writing this grant. BGCI's input has included program curriculum, the set up and times for the program, staff recruitment and retention, evidence based programming, objectives,



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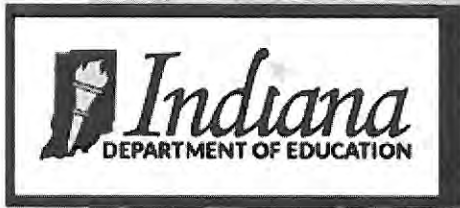
communication, professional development and the budget. The two organizations worked hand in hand to develop the program for this grant. BGCI will run the program and therefore be integral in achieving the goals of academic improvement, social-emotional well-being, behavior improvement and increasing interest in STEM.

Boys & Girls Club of America has partnered with four other groups to develop Imagine Science. This curriculum was created based on the lack of interest in STEM for many of today's youth. It was also created based on the projection of the many STEM careers that will need to be filled in the near future. This partnership will directly impact improving academic achievement and increasing interest in STEM.

BGCI and Warren have partnered with WFYI to introduce children to STEM at an early age. BGCI's partnership with WFYI started with a STEM grant from the Indiana Department of Education. Warren worked with WFYI for many years under the American Graduate initiative. WFYI's grant focused on family engagement, connected and collaborative STEM learning ecosystems in a specific geographic area, and building the capacity of the adults in children's homes, libraries, out of school and in school to offer high quality STEM and engineering design. They have supported some activities at schools such as STEM, Literacy Nights and Back to School Nights in Warren. Warren currently has Project Lead the Way in all elementary, intermediate schools and at the high school. By exposing students early on to STEM, it is expected that many students will go on to explore STEM classes and careers at the Walker Career Center at Warren Central High School. These students might then go on to STEM careers. This partnership was also entered into to address the lack of interest in STEM and the need for more people to enter STEM careers. This partnership will directly impact improving academic achievement and increasing an interest in STEM.

3. Volunteers

The program will recruit volunteers from the school and BGCI who have already been approved through background checks. All volunteers will have a background check completed before interacting with students and parents. These volunteers may be family members or members of the community. The afterschool and summer program plans to bring in volunteers to talk to students about careers in the medical field, STEM, law enforcement, teaching and numerous other careers. These volunteers will help the program reach the goals of improving academic achievement, improving social-emotional wellbeing and building interest in STEM.



PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

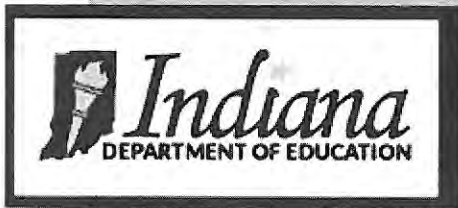
1. Recruitment Criteria

This program will serve Sunny Heights Elementary and Stonybrook Intermediate Middle School. The program will be available to students and families from each school and nearby private schools. School personnel are committed to supporting this program with recruitment and referral of youth and disbursement of program information to families. The schools will help identify students who will benefit most from the program. Informational flyers in English and Spanish will be sent home to all families with program details. Site staff will attend the school open house, PTA meetings and other events where recruitment of families is appropriate. Information on the program will also be available in the school offices for families. It is anticipated that the program will reach maximum capacity through the referral of students at each site. Warren's other sites, have maintained attendance and have easily filled open spots. The intention of the program is to build intrinsic motivation for students to attend and recommend the program to others.

2. Community Data

Warren Township is located on the far eastside of Indianapolis in a high crime area. The violent crime rate according to 'Best Places to Live' is 42.5. The national average is 22.7. The property crime rate is 76.3. The national average is 35.4. The violent and property crime rates are well above the national average. Many students are affected by violent crime. Warren serves six zip codes (46203, 46218, 46219, 46226, 46235 & 46239). Of the seven high crime zip codes in Marion County, Warren serves three of the seven. Some of our students consistently deal with violence and the consequences of living in a high crime area. An affordable afterschool and summer program is needed based on the crime rate of the area. A high quality afterschool and summer program will keep students busy and out of harm's way. It can also help students develop their social emotional skills to enable them make better decisions in their future.

Warren has a very diverse population. Our district is diverse with a mixture of 53.8% black, 7.9% multiracial, 20.4% white and 17.2% Latino students. Sunny Heights and Stonybrook are located in a high poverty area, but overall Warren's economically disadvantaged rate is 63.1%. Sunny Heights has a free and reduced rate of 75% and the economically advantaged rate is 73.9%. Stonybrook has a free and reduced rate of 74% and the economically advantaged rate is 73.9%. English Learners represent about 9.9% of the population. There are 14.7% of students with



disabilities. The school district has an 82% graduation rate. The district ranks in the bottom 50% of school districts in the state based on test scores.

In addition, low educational achievement in the larger community also impacts targeted student. Most residents work for private companies. 34.46% of residents have some high school. 18.18% have some college. Only 5% of residents have an Associate's Degree and only 10% have a Bachelor's Degree. According to SAVI data, in the Sunny Heights/ Stonybrook community, in 2015, 17.5% of adults 25+ lacked a high school diploma. Only 30% of residents are married.

Sunny Heights and Stonybrook have a high need for this program based on the crime rate, demographics, poverty rate, graduation rate and lack of post-secondary degrees in the community. The program will keep students safe, extend learning for students, help improve grades through tutoring and improve behavior by increasing students' social and emotional wellbeing.

3. Parental Involvement

BGCI will collaborate with the two schools to host family events such as STEM Night, Imagine Science Night, Literacy Night, Math Night and holiday celebrations. There will be 4 WFYI Learning Family Engagement Nights. Families will come in, be served dinner and participate in STEM focused projects. Collaboration at Sunny Heights will be well supported as the school has been recognized by the USDOE as a Family Friendly School.

Families will also be engaged throughout the year by receiving information and surveys. Staff will communicate with families daily when they arrive to pick up their students. BGCI staff will regularly communicate student participation and achievement efforts to school personnel and families in an effort to support student success. Each site will host homework assistance and literacy education for parents, designed to help parents and caregivers learn how to create a learning and print rich environment at home. The program will help promote positive study skills and encourage parents to provide homework help to their children.

4. Snack and/ or Meals

Warren is a current program sponsor of the federal USDA food program through the IDOE School Nutrition Program. Chartwells, the food service provider for Warren, will prepare daily dinners for afterschool participants, funded by the USDA program under the school's sponsorship. Students will be served breakfast and lunch through the same program during the summer program. Food will be stored in the school's



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kitchen. BGCI staff will have access to the kitchen and will distribute snacks, dinner and summer lunches daily. Documentation of meals served on a weekly basis will be kept by the food service manager.

5. Weekly Schedule

It is anticipated that at least 80 students will be served annually throughout the 4 year funding period. Afterschool programs will be offered Monday through Friday, 3:05 – 6:30 p.m. at Sunny Heights. Stonybrook’s hours will be 3:55 -6:30 Monday through Friday. The summer program hours will be from 9:00 a.m. – 6:00 p.m.

Sunny Heights

	Monday	Tuesday	Wednesday	Thursday	Friday
3:05 – 4:00	Power Hour/ Sign in	Power Hour/ Sign in	Power Hour/ Sign in	Power Hour/ Sign in	Power Hour/ Sign in
4:00 – 4:30	Dinner	Dinner	Dinner	Dinner	Dinner
4:30 – 5:15	Triple Play	SMART Kids	Imagine Science	Healthy Habits	Clubs
5:15 – 6:00	Ed Enrichment	Kid Choice	Art	STEM/Ready to Learn	Clubs
6:00 – 6:30	Free Time	Free Time	Free Time	Free Time	Free Time

Stonybrook

	Monday	Tuesday	Wednesday	Thursday	Friday
3:55 – 4:00	Arrival/ Sign in	Arrival/ Sign in	Arrival/ Sign in	Arrival/ Sign in	Arrival/ Sign in
4:00 – 5:00	Power Hour	Power Hour	Power Hour	Power Hour	Power Hour
5:00 – 5:30	Dinner	Dinner	Dinner	Dinner	Dinner
5:30 – 6:30	STEM or Imagine Science	Career Exploration	Art	Triple Play	SMART Moves

- Power Hour – Homework help and tutoring
- SMART Kids – Life Skills/ Drug Prevention
- Triple Play – Sports, recreation, fitness and healthy lifestyles
- Dinner – provided daily by Chartwells (district vendor)
- Clubs – art, nature, games, filmmaking, cooking, dance, crafts, yoga



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Summer Program

The summer program will be a six week program beginning in the first two weeks of June and ending the third or fourth week of July. The hours of operation will be 9:00 a.m. – 6:00 p.m. Breakfast, lunch and an afternoon snack will be provided by Chartwells and through donations from outside partners.

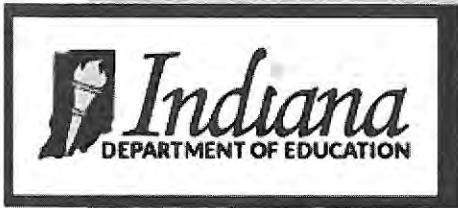
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 – 10:00	Arrival, Breakfast, Announcements	Arrival, Breakfast, Announcements	Arrival, Breakfast, Announcements	Arrival, Breakfast, Announcements	Arrival, Breakfast, Announcements
10:00 – 11:00	STEM/ Ready to Learn	Educational Enrichment	Team Building	Imagine Science	College and Career Readiness Lessons
12:00 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 3:00	College and Career Readiness Lessons	Imagine Science	STEM/ Ready to Learn	Education Enrichment	Team Building
3:00 – 4:30	Club Choice	Club Choice	Club Choice	Club Choice	Club Choice
4:30 – 5:00	Snack	Snack	Snack	Snack	Snack
5:00 – 6:00	Sports, Fitness & Recreation	Sports, Fitness & Recreation	Sports, Fitness & Recreation	Sports, Fitness & Recreation	Sports, Fitness & Recreation

Lunch – provided daily by Chartwells (district vendor)

Clubs – art, nature, games, filmmaking, cooking, dance, crafts, yoga

6. Alignment to Standards

The program activities will be aligned to the Indiana Afterschool Standards. BGCI staff will work to establish Human Relationships. The staff will work with the youth to develop positive relationships. Staff will respect and listen to students. Staff will make sure there is a welcoming environment by greeting students and showing interest in students. The staff will encourage students to become more responsible through program activities; Healthy Habits and the Life Skills/ Drug Prevention program. Indoor/ Outdoor Environments will be safe spaces and arranged in a safe manner for students and staff. Classrooms, gymnasiums, cafeterias, media centers and playgrounds will be regularly cleaned and maintained by the custodial and maintenance staff at the school. Programming and Activities will extend learning for students. Some programs that will extend learning are Healthy Lifestyles, SMART Kids, Imagine Science, Ed Enrichment, STEM, Read to Learn, Homework Help and Tutoring. Activities will be age appropriate. Students will be divided by grade level/age. Safety, health and nutrition will be a high priority of the program. Cleanliness will be maintained throughout the day by the janitorial staff and the BGCI staff. If students or staff become ill, they will be separated from the group. Proper



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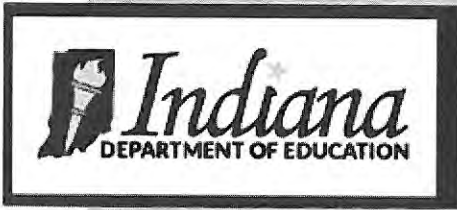
supervision will be maintained by staff at all times. The Administration Standard will be properly addressed by the program at all times. The hours are based on needs due to the hours of the schools and the needs of parents. Data will be properly analyzed and distributed as needed. Warren will be the fiscal agent of the program and all expenses will be approved by Warren. Staff will be employed through the BGCI. BGCI provides fair wages and offers benefits for employees.

Warren staff will work collaboratively with full-time (on-site) BGCI Site Directors to ensure academic alignment to Indiana Academic competencies expected of all Warren students and to include afterschool leaders and staff in relevant opportunities for professional development trainings (curriculum aligned to Indiana Academic Standards' expectations and effective instructional practices) provided at each school by practitioners (such as Instructional Specialists, STEM teachers) and the Office of Teaching and Learning. The program activities will be aligned to the Indiana Academic Standards as well. Students will work on ELA skills by participating in collaborative discussions, writing using textual evidence, analyzing media literacy and reading fiction and nonfiction text. Math standards will be addressed through addressing the Mathematical Process Standards; make sense of the problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure and look for and express regularity in repeated reasoning. Through STEM and Imagine Science students will solve real-world problems. Students will also identify, describe and classify mathematical concepts. Staff will work with teachers to help enhance lessons aligned to the Indiana Academic Standards afterschool during tutoring and homework help.

7. Staff Recruitment and Retention

BGCI uses several recruitment strategies; posting jobs via college career services at IUPUI Talent, UIndy, Butler University and Marian University's career portal Handshake, and Ivy Tech's career portal Hirelvy. Indeed is also used for recruitment. BGCI also attends career fairs throughout central Indiana. In person recruitment is used by setting up employment tables in the cafeteria of local Universities. The program also hires local high school students in Warren and other high schools around the city. BGCI strives to hire a diverse staff which reflects the community it serves.

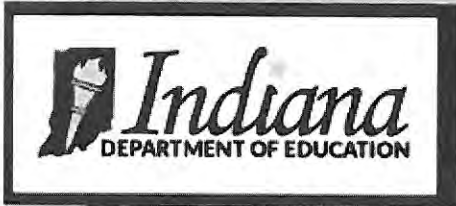
Professional Development is a requirement for both full-time and part-time employees. One week is set aside before the summer program and at the beginning of the school year for full-time employees to improve their knowledge of youth development using both local organizational trainings and outside vendors/ partners. The topics include various subjects such as guidance and discipline, professionalism, trauma-informed care and a variety of other topics. One week is also set aside for both veteran and



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new youth professionals before summer programming and at the beginning of the school year. Part-time employees will be trained on topics such as youth development, program planning and implementation, STEM, BGCA programming, guidance and discipline, child and program safety.

Position	Wage	Hours
2 Site Coordinator	35,568 X 2 Site Coordinators + \$71,136	40 hours per week
2 Direct Service - Senior Youth Development Professionals	2 Senior Youth Development Professionals \$13/ per hour	30 hours per week
12 Direct Service - Youth Development Professionals	\$10/ per hour	20-25 hours per week



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

BGCI has successfully provided 21st CCLC programming at several 21st CCLC sites in Indianapolis from 2007 to present. At these sites, BGCI has built effective programming and established strong connections with the school, teachers and administrators. Evidence for these strengths is demonstrated through successful student recruitment and retention and academic achievement of student participants.

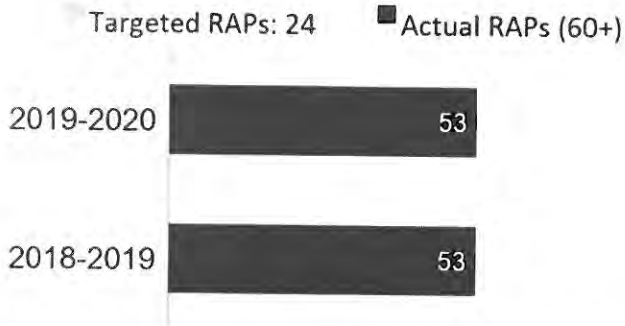
Warren currently partners with BGCI to implement the 21st Century Community Learning Centers Program; Liberty Park Elementary, Pleasant Run Elementary and Raymond Park Intermediate and Middle. The slots in each of these sites are generally full. If a position opens up, the schools help identify students who will benefit most from the program. These programs have excellent participation. School personnel are committed to supporting this program with recruitment and referral of youth and disbursement of program information to families. Informational flyers in English and Spanish will be sent home to all families with program details. BGCI staff will attend the school open house, PTA meetings and other events where recruitment of families is appropriate. Information on the program will also be available in the school offices for families. It is anticipated that the programs will reach maximum capacity through the referral of students at each site.

Evidence of Previous Success 2014-2020

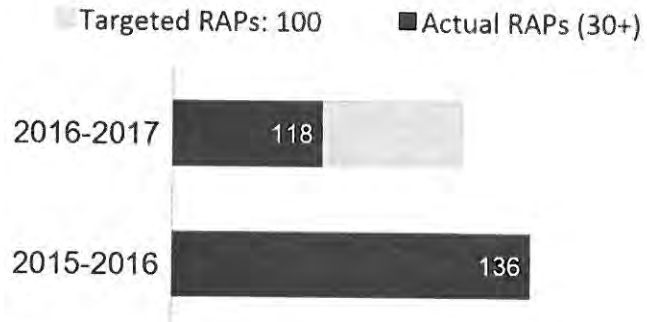
Program Attendance

MSD of Warren Township has provided 21st CCLC programming at several sites within the district since 2014. Because the district has not provided programming at Sunny Heights Elementary in the past, attendance trends for Pleasant Run Elementary, currently in Cohort 8, are shown below. Pleasant Run Elementary has consistently surpassed the 60+ RAP goal during the past 2 years of the grant, increasing the number of regularly participating elementary students each year. The district provided 21st CCLC programming at Stonybrook Intermediate & Middle School from 2014-2018. During the grant period, the district served a high proportion of students for 30+ days. Since sites span across multiple cohorts, attendance trends for each site are presented in the charts below for Years 2 & 3 of each respective cohort.

Pleasant Run Elementary School-Year Program Attendance



Stonybrook Intermediate & Middle School School-Year Program Attendance



Progress Toward Academic Performance Measure

Students who attended the MSD of Warren Township afterschool program showed positive ELA and math outcomes. Over 60% of elementary students who regularly attended the Pleasant Run Elementary site met their growth goals on the ELA and math portion of the NWEA assessment during the 2018-2019 school year, and over 70% of intermediate and middle school students who attended the Stonybrook site during the 2017-2018 school year met their growth goals on each of the assessments. NWEA data from the most recent year available are presented below for each site.

Pleasant Run Elementary: 2018-2019

Outcome Performance Measure

66% of regular participants will meet Growth Goals on the ELA portion of the NWEA assessment.

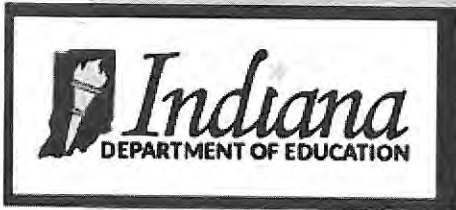
64% of regular participants will meet Growth Goals on the Math portion of the NWEA assessment.

Stonybrook Intermediate & Middle School: 2017-2018

Outcome Performance Measure

71% of regular participants will meet Growth Goals on the reading portion of the NWEA assessment.

71% of regular participants will meet Growth Goals on the Math portion of the NWEA assessment.



PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming

The purpose of the BGCI program is to fill idle student time with evidence-based academic enrichment and positive youth development programs designed to advance student achievement and to promote social competence. As a member of Boys & Girls Clubs of America (BGCA), BGCI has access to an array of tested and proven, nationally recognized, evidence-based programs that address today's most pressing youth issues, teaching young people the skills they need to succeed in life. More than 25 national programs are available in the areas of education, career exploration, health and fitness, the arts, alcohol/drug and pregnancy prevention, gang prevention, leadership development, and athletics. The program will use the Imagine Science curriculum and WFYI's free, evidence-based Ready to Learn curriculum weekly. Ready to Learn provides research based STEM resources and lessons for student 2-8.

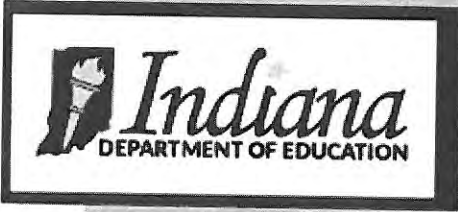
The program's curriculum will use a collaborative curriculum which includes BGCA evidence based programs, the Ready to Learn evidence based program, Imagine Science and district curriculum.

During afterschool program, students will be divided into groups by grade level and will rotate through a schedule of programs and activities designed to look and feel slightly different from the regular school day, while still encouraging learning. Academic enrichment activities will include up to 1 hour of tutoring and homework assistance. Other components of the afterschool program will address the social needs of the students, and will foster high levels of youth engagement and motivation. Prevention programs will provide students with the knowledge and skills needed to resist negative choices, and will also occur in age-appropriate groups. Additional interest-based programs, such as performing arts, non-traditional sports, and STEM will be offered to all age groups. Programs will be available to parents and family members and will support the schools' efforts to connect with and serve families. Program components are listed below with their goals, objectives, performance measures, activities, and evaluation methods. See attachment for Performance Measures.

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<p>1)Improve academic achievement</p> <p>2)Improve social/emotional learning</p> <p>3)Improve interest in science and technology</p> <p>4)Improve Family Engagement</p>	<p>1.1)Increase ELA achievement among regular participants</p> <p>1.2)Increase mathematics achievement among regular participants</p> <p>2.1)Improve students' social/emotional coping skills</p> <p>2.2)Students' behavior will improve</p> <p>3.1)Student interest in STEM will improve</p> <p>3.2)Career exploration of STEM related fields will improve</p> <p>4.1)Improve students' education involvement at home</p> <p>4.2) Improve parent confidence at</p>	<p>1.1a)Daily tutoring and homework assistance</p> <p>1.1b)Smart Kids weekly programming will include reading based discussions and writing exercises</p> <p>1.1c)Career exploration weekly activities including reading based discussions and writing exercises</p> <p>1.1d)STEM or Imagine Science, Ready To Learn reading based discussions and writing exercises.</p> <p>1.2a)Daily tutoring and homework assistance</p> <p>1.2b)STEM or Imagine Science/ Ready to Learn focused on number sense, computation, measurement and problem solving</p>	<p>1a)60% of regular 5th-8th grade participants will increase or maintain an ELA grade of 'C or Better' or improve their grade from fall to spring.</p> <p>60% of regular K-4th grade participants will increase or maintain an ELA grade of "Mastery" from fall to spring.</p> <p>1b)60% of regular participants will maintain a math grade of 'C or Better' or improve their grade from fall to spring.</p> <p>60% of regular K-4th grade participants will increase or maintain a Math grade of "Mastery" from fall to spring.</p>	<p>1.1a)ELA Grades will be added to the Cayen system to be analyzed by Limelight Analytics</p> <p>1.1b)ELA NWEA data will be added to the Cayen system and analyzed by Limelight Analytics</p> <p>1.2a)Math Grades will be added to the Cayen system to be analyzed by Limelight Analytics</p> <p>1.2b) Math NWEA data will be added to the Cayen system and analyzed by Limelight Analytics</p> <p>2.1a)Students will complete Outcome Measurement</p>

	<p>home in regards to involvement with their child/ren's education</p>	<p>1.2c)Weekly access to technology-based programs that provide opportunities to practice math skills</p> <p>1.2d)Career Exploration including STEM based careers</p> <p>2.1a)Weekly substance abuse prevention activities through SMART Kids</p> <p>2.1b)Daily physical activity and weekly Healthy Habits program</p> <p>2.2a)Daily tutoring and homework assistance</p> <p>2.2b)Weekly substance abuse prevention activities through SMART Kids</p> <p>2.2c)Focus on healthy lifestyles through Triple Play and Life Skills programming</p> <p>3.1a)Career Exploration including STEM based careers</p>	<p>1c)50% of regular participants will meet Growth Goals on the ELA portion of the NWEA assessment from the beginning of the year to end</p> <p>1d)50% of regular participants will meet Growth Goals on the Math portion of the NWEA assessment from the beginning of the year to end</p> <p>2a)70% or more of regularly attending participants will report that the afterschool program helped them cope with challenges from the beginning of the year to end</p> <p>2b)70% of regular program participants' school day</p>	<p>Survey collected at the end of the school year</p> <p>2.1b) Teacher surveys will be collected at the end of the school year and data will be analyzed by Limelight Analytics</p> <p>2.2a) Students will complete Outcome Measurement Survey collected at the end of the school year</p> <p>2.2b) Teacher surveys will be collected at the end of the school year and data will be analyzed by Limelight Analytics</p> <p>3.1a)Student surveys will be collected at the end of the school year and the data will be analyzed by</p>
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		<p>3.1b)STEM activities-Imagine Science and Ready to Learn activities</p> <p>3.2a)Career Exploration including STEM based careers</p> <p>3.2b)STEM activities - Imagine Science and Ready to Learn</p> <p>4.1a)Consistent communication with parents</p> <p>4.1b)Include parent involvement through volunteer opportunities and Family Nights through the program</p> <p>4.2a)Consistent communication with parents</p> <p>4.2b)Include parent involvement through volunteer opportunities and Family Nights through the program</p>	<p>teachers will report that there was improvement in completing homework from the beginning of the year to end</p> <p>2c)70% of regular participants' school day teachers will report improved classroom behavior (or no improvement needed) from the beginning of the year to end</p> <p>3a)70%of regular program participants will report an increase in interest in science and technology (STEM) from the beginning of the year to end</p> <p>4a)70% of parents will report that they have better communication with the school</p>	<p>Limelight Analytics</p> <p>3.2b)Teacher surveys will be collected at the end of the school year and data will be analyzed by Limelight Analytics</p> <p>3.1a) Student surveys will be collected at the end of the school year and the data will be analyzed by Limelight Analytics</p> <p>3.2a) Teacher surveys will be collected at the end of the school year and data will be analyzed by Limelight Analytics</p> <p>4.1a)Students will complete Outcome Measurement Survey collected will be analyzed</p>
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21ST CCLC

			<p>as a result of their child's participation in the program from the beginning of the year to end</p> <p>4b)70% of parents will report that they have engaged with their child around their school work or school subjects from the beginning of the year to end</p>	<p>by Limelight Analytics</p> <p>4.1b)Parent surveys will be collected at the end of the year</p> <p>4.2a) Parent surveys will be collected at the end of the year</p>
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PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan

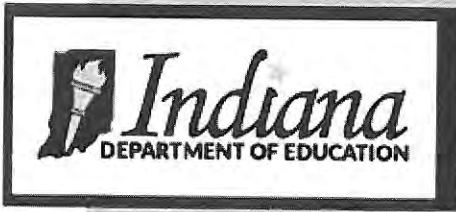
a. Communication between regular-day school staff and families of participating students is viewed as critical to program success. We have, therefore, allocated funding to support a full-time Site Director (8 hours per day) at each location, creating genuine opportunities to interact with school personnel on a daily basis. – including participation in School Improvement/ School wide Planning Meetings. Discussions with the principal, teachers and parent leaders will help identify high-need students and their families and enable ongoing collaborative efforts to address specific student needs. School/district staff will collect student-level data and provide it to program staff throughout the year. Similarly, BGCI staff will regularly communicate student participation and achievement efforts to school personnel and families. BGCI will attend staff meetings on topics that are relevant to the program.

The Advisory Council will meet quarterly. The Advisory Council will include District, School, youth and BCGL employees. The meetings will evaluate the success of the program, determine needs, evaluate programming and give feedback. The council will also participate in site visits.

b. BGCI staff will assist teachers in class and check on students. Some staff members will attend field trips to build relationships with teachers and students. By attending some school events, BGCI staff will provide additional assistance to schools. There will also be a strong relationship with the school PTA. BGCI staff will stay in constant contact with the PTA, school leadership, students, families and teachers.

BGCI will have access to student grades and test scores through the district student information system. Teachers will provide updates. This information will also be accessible through Cayen.

BGCI staff will work in a partnership with teachers and administrators to align the in school and out of school time efforts to support student success. Staff will attend professional development at the school and visit classrooms. This will help staff and schools work together to achieve the common goals of increased student achievement and improved behavior from students.



21ST CCLC

c. The program will be located in the school buildings. The program will provide afterschool and summer care for families at Stonybrook and Sunny Heights. Nonpublic schools in the area will also have access to the program. Members of the community are able to observe the program through a planned visit that includes background checks and signing in and out.

d. Families will have access to the program. The program will include Family Nights, volunteer opportunities and events developed for parents/caregivers. Family Nights will generally occur 4 times each year. The program will remain in constant contact with families. A variety of parent sessions will be offered through evening sessions. Parent sessions will happen each semester. Topics of interest, identified by parents, will be presented to help them support their children's academic success (e.g. homework tips; discipline and behaviors, technology).

2. 21st CCLC Terminology

Warren assures that the programs will be referred to as 21st CCLC and will use the 21st CCLC logo on all program materials. The name and logo of 21st CCLC will be communicated on all flyers and paper communications.



21ST CCLC

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. Professional Development

Professional Development is a high priority for Warren and BGCI. This is one of the most effective ways to recruit, develop and retain high quality staff. Site Directors and Program Directors will attend at least three annual trainings. Site Directors will also have the opportunity to attend the 21st CCLC Multi-State Conference. Professional development topics for part time and full time staff will include the following; trauma informed care, STEM, safe and healthy youth and positive behavior support. Trainings on these topics will be facilitated by BGCI content experts, BGCA, and/or community partners. Outside of BGCI sponsored trainings, staff members also have the opportunity to identify trainings of personal interest and relevance to their work. Outside trainings, relevant to their roles and responsibilities, will be offered to individual staff members.

The cost for professional development is included in the contract with BGCI cost for the school year. BGCI will provide their own professional development within the allocated amount in the contract.

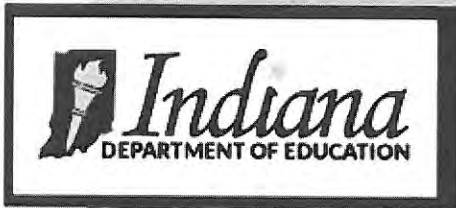
2. Assessment

Professional Development needs will be assessed on a case by case basis. Site Directors will determine what additional professional development is needed by staff. Staff will also have the ability to seek out Professional Development opportunities that they deem beneficial for themselves.

3. Staff Plans

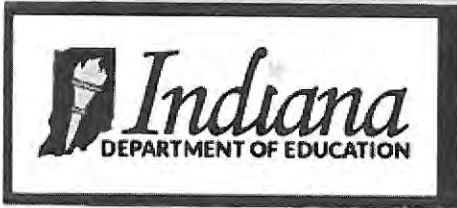
Trauma Informed Care is necessary for students at Sunny Heights and Stonybrook based on the high crime area where it is located. Many students have been affected by violent crime. These are new sites and onboarding will need to be done for all new staff members. Onboarding will include the Program Director, Site Coordinators and Direct Service Staff. All staff members will also participate in the Out-of-School Learning and IYI Because Kids Count Conference. Site Directors may need training on aligning curriculum to standards depending on their previous experience. Youth Development staff may need to be trained on how to engage youth in STEM conversations and activities.

4. Enhancing Quality



21ST CCLC

Professional Development will enhance program quality because it will help staff develop relationships with students and build respect. The Trauma Informed Care will help students' social/ emotional learning and behavior. The IYI Because Kids Count Conference will help improve programming in an effort to improve academic achievement and interest in STEM.

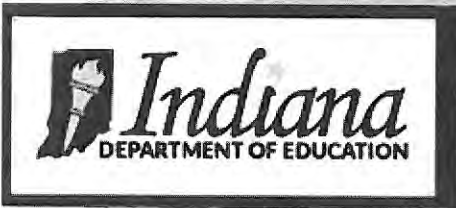


EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. Evaluation Plan

Evaluation of 21st CCLC programming provided by MSD of Warren Township will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Implementation of high-quality out-of-school-time programming will be conducted through annual site visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program progressing toward its performance measures included in the *Program Implementation Table* presented in section 8 of the proposal. Data collection and assessment strategies used to track progress towards performance measures are described in detail below and are noted to the *Program Implementation Table* in section 8.

- **Type of Data to be Collected** – Daily attendance, demographics, math and reading grades, and reading and math assessment results will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).
- **When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.



21ST CCLC

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics
March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Academic/school-based data: Grades; Local Assessments	Cayen Systems 21 APR

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



21ST CCLC

these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

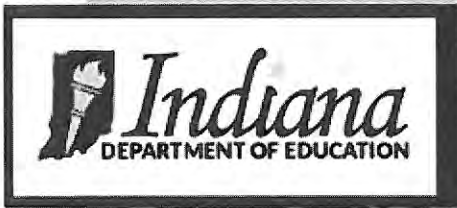
2. Local Evaluator:

MSD of Warren Township has retained the services of Limelight Analytics to provide evaluation services for proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with MSD of Warren Township to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King's evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school districts and community-based agencies.

3. Strategies of Measurement:

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

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades and NWEA scores, the formative assessment instruments used by MSD of Warren Township. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be securely



21ST CCLC

stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

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



SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

1. Transportation To and From

The safety of all participants is a top priority for BGCI and Warren. Sunny Heights and Stonybrook are located on the same campus across from each other. Students will go from their classrooms to the meeting location for the program. The program will be in each school building and supervision will be provided as students' transition to the meeting location. Schools will make classrooms, cafeterias, gymnasiums and computer labs available to the program. Students will either be picked up from school or they will ride the afterschool bus home from the program. The two locations will share transportation. Students will only be released to parents/ guardians or caregivers. The transportation needs of special needs students will be addressed on a case-by-case basis (as defined in IEPs) to meet the unique needs of individual students and their parents.

Per the MOU, the district will provide BGCI with a list of students transported by parents/authorized adults and of those who will board buses. Warren's Transportation Office will be manning radio communications during extended-transportation hours and Warren Police staff will be available to assist with any situation requiring support.

2. Needs of Working Families

In order to meet the needs of working families, the program will ensure the program is accessible to all. The program will begin as soon as school finishes and it will last until 6:30. Parents will be able to pick up their students based on their schedules. Many students at Sunny Heights are expected to be car riders, but transportation will be available. Parents who wish to pick their children up will be asked to sign their children out of the building. Care will be provided until 6:30. During the summer program students can be dropped off starting at 9 and they can be picked up as late as 6:00. Care will be provided for the majority of the day for students.

Any field trips planned away from the schools will require signed parental release forms before the trip. Transportation will be provided by the school district.

3. On-site Safety

Students will be signed in at the beginning of each program day by staff. Parents/caregivers who decide to pick up their child/children from the program will



sign their child/children out at that time. Staff will check IDs before students are released. There are no safety hazards on site (i.e., school is monitored by building and grounds crew; Warren police; Fire Marshall, etc). Equipment is regularly inspected and safe.

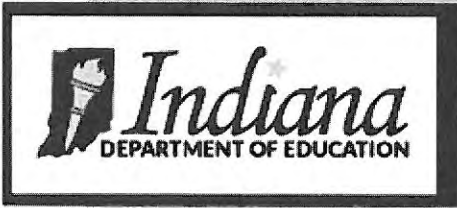
4. Hiring Practices

Employees will have to pass a federal and DCS background check. The minimum requirements for staff are as follows; legally eligible to work in the US, accurately assess situations, solve problems, work effectively under stress, maintain self-control, and have reliable transportation. It is also preferred that employees have experience working with children.

5. Background Checks

BGCI staff undergoes pre-employment drug screening and federal FBI fingerprint background checks and a DCS background check. As specified within the MOU, BGCI conducts criminal background checks of its employees and certifies to Warren that no employee working with students or parents has been convicted of a violent or serious felony. Warren will verify status by also conducting background checks on all afterschool employees.

a. Background checks are kept on file by the Human Resources Department in Warren and at BGCI and are confidential.



21ST CCLC

BUDGET

21st CCLC Budget Details

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

Expense
 (description of expenses should be entered on the charts below)

Do not edit the table below

Expense	Instruction: General Supplies	Activity Total Cost	Budget Category Reference	Category Total
Program Contract with Boys and Girls club (school year)	Support Services (Student): Professional Services	\$ 171,000.00	Instruction: Salary (Cert./Non Cert.)	\$ -
Program contract with Boys and girls club for summer	Support Services (Student): Professional Services	\$ 30,000.00	Instruction: Benefits (Cert./Non Cert.)	\$ -
After School Transportation	Transportation: Other Purchased Services	\$ 17,000.00	Instruction: Professional Services	\$ -
Program supplies	Instruction: General Supplies	\$ 2,000.00	Instruction: Rentals	\$ -
Outside Evaluation Contract	Other Support Services: Professional Services	\$ 10,000.00	Instruction: Other Purchased Services	\$ -
			Instruction: General Supplies	\$ 2,000.00
			Instruction: Property	\$ -
			Support Services (Student): Salary (Cert./Non Cert.)	\$ -
			Support Services (Student): Benefits (Cert./Non Cert.)	\$ -
			Support Services (Student): Professional Services	\$ 201,000.00
			Support Services (Student): Rentals	\$ -
			Support Services (Student): Other Purchased Services	\$ -
			Support Services (Student): General Supplies	\$ -
			Support Services (Student): Property	\$ -
			Improvement of Instruction: Salary (Cert./Non Cert.)	\$ -
			Improvement of Instruction: Benefits (Cert./Non Cert.)	\$ -
			Improvement of Instruction: Professional Services	\$ -
			Improvement of Instruction: Rentals	\$ -
			Improvement of Instruction: Other Purchased Services	\$ -
			Improvement of Instruction: General Supplies	\$ -
			Improvement of Instruction: Property	\$ -
			Other Support Services: Salary (Cert./Non Cert.)	\$ -
			Other Support Services: Benefits (Cert./Non Cert.)	\$ -
			Other Support Services: Professional Services	\$ 10,000.00
			Other Support Services: Rentals	\$ -
			Other Support Services: Other Purchased Services	\$ -
			Other Support Services: General Supplies	\$ -
			Other Support Services: Property	\$ -
			Operations and Maintenance: Salary (Cert./Non Cert.)	\$ -
			Operations and Maintenance: Benefits (Cert./Non Cert.)	\$ -
			Operations and Maintenance: Professional Services	\$ -
			Operations and Maintenance: Rentals	\$ -
			Operations and Maintenance: Other Purchased Services	\$ -
			Operations and Maintenance: General Supplies	\$ -
			Operations and Maintenance: Property	\$ -
			Transportation: Salary (Cert./Non Cert.)	\$ -
			Transportation: Benefits (Cert./Non Cert.)	\$ -
			Transportation: Professional Services	\$ -
			Transportation: Rentals	\$ -
			Transportation: Other Purchased Services	\$ 17,000.00

Transportation: General Supplies	
Transportation: Property	
Community Service Operations: Salary (Cert./Non Cert.)	\$ -
Community Service Operations: Benefits (Cert./Non Cert.)	\$ -
Community Service Operations: Professional Services	\$ -
Community Service Operations: Rentals	
Community Service Operations: Other Purchased Services	\$ -
Community Service Operations: General Supplies	\$ -
Community Service Operations: Property	
Total Budget	\$ 230,000.00

Budget Descriptions: Non-Staffing

DIRECTIONS: Provide a narrative below on how funding is allocated. Include the line number on which the funds are budgeted and the itemized amounts/items.

Improvement of Instruction: Other Purchase Services: \$1,500 Afterschool Conference registration and travel July 1-5, 2020 Chicago, IL

Program Contract for Boys and Girls Club including salaries and benefits for after-school staff and summer programming (School year 9.5 months @ 18,000/month)
Contract for evaluation (Limelight Analytics)

Professional Services				
Rentals				
Other Purchased Services				
Supplies	Transportation \$447/week for 38 weeks of programming			
Property	STEM Materials, fitness supplies (i.e. basketballs, soccer balls), arts and crafts supplies, paper, construction paper, pens, pencils, educational games			

Budget Descriptions: Staffing

Staff position	Certified or Non-Certified	Part-Time or Full-Time	Split Funded: Y/N?	Additional Funding Source	Stipend: Y/N?
Example: Afterschool Tutor	Non-Certified	Part-Time	N	N/A	N
Example: Site Coordinator	Certified	Full-Time	Y	Title IV & Afterschool Grant	N

21st CCLC Budget Summary

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

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

Applicant Name
MSD of Warren Township

Applicant Federal ID Number
35-6006000

Applicant DUNS#
50100395

Code Descriptions	Cheat Sheet	110		211-290		311-319	440	510-593	611-689	710-748	Line Totals
		Salary Certified & Non Certified	Benefits Certified & Non Certified	Professional Services	Rentals						
11000	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#####	#####	#####	\$ 2,000.00
21000	Support Services - Student	\$ -	\$ -	\$ 201,000.00							\$ 201,000.00
22100	Improvement of Instruction (professional development)	\$ -									\$ -
22900	Other Support Services-Admin	\$ -	\$ -	\$ 10,000.00							\$ 10,000.00
26000	Operation & Maintenance	\$ -	\$ -								\$ -
27000	Transportation	\$ -	\$ -					\$ 17,000.00			\$ 17,000.00
33000	Community Service Operations (parent engagement)	\$ -	\$ -	\$ -							\$ -
Column Totals		\$ -	\$ -	\$ 211,000.00	\$ -	\$ 17,000.00	#####	#####	#####	#####	\$ 230,000.00

<u>LEA Indirect Cost Rate list</u>	
Subtract the amount above \$25,000 (per individual contracted service) from your total budget:	
Total after deducting Property:	\$ -
Total Available for Indirect Costs:	\$ 230,000.00
Amount of Indirect Cost to be used:	\$ -
Grand Total After Indirect Cost:	\$ 230,000.00

Funding Waiver Request

MSD of Warren Township (Warren) is requesting a funding waiver for the expenses associated with a summer program. The program has significant programming costs that align with the core grant requirements that greatly exceed the determined base funding amount. Based on the \$2,500/ student allocation, we would receive \$200,000 for the program. This will fund the afterschool program, but an additional \$30,000 is requested to fund the summer program.

The Indiana Commission on Childhood Poverty shows that “affordable, high quality (child) care and education has the potential to narrow the poverty and racial gaps in school achievement, thereby improving life chances and reducing future childhood poverty rates.” There is a high need for affordable, safe, high quality summer programming for parents on the far eastside in Warren. Sunny Heights has a 75% free and reduced rate and the federal accountability grade in 2018 was an F and in 2019 the rating was ‘Approaches Expectations.’ Stonybrook Intermediate and Middle School’s federal accountability grade was a D in 2018 and in 2019 the rating was ‘Does Not Meet Expectations.’ The free and reduced lunch rate at Stonybrook is 74%. The school district is located on the far eastside of Indianapolis in a high crime area. Three of the six zipcodes served by Warren are high crime areas. Of the seven high crime zip codes in Marion County, Warren serves three of the seven. Hardly a day passes without an evening news report of violent crime or family disturbances within the communities served by Sunny Heights and Stonybrook. Nine MSD of Warren Township High School students lost their lives to gun violence during the 2017-2018 school year. According to SAVI Data, the juvenile crime rate (ages 5-17) within Warren Township is higher than those rates in surrounding school districts of Lawrence, Decatur, Washington, Perry, Pike and Franklin Townships. Juvenile crime is the highest when children are unsupervised. While the majority of Warren families have at least one parent employed, the median income is among the lowest in the country. Parents cannot afford the cost of high quality summer care. Working parents are more successful and productive at work when they know their children are safe during the day. “Working parents miss an average of eight days per year due to lack of care.” (Brandeis and Catalyst)

With 3 out every 4 students eligible for free meals, the National Center for Education Statistics reports that the dropout rate of our students of poverty are nearly 5 - times greater than for students from higher-income families. This gap is even more pronounced for low-income Black and Hispanic children. Black and Hispanic children make up around 84% of the students in these school buildings.

Lack of adequate district funding sources for summer programming and tight budgets within the district and among community families means that all too often too many of our students are alone unsupervised during summer. Combine this fact with high juvenile crime rates and drops in academic performance, the need for high quality summer programming becomes clear -- most particularly for our highest-need students and families.

Sunny Heights State Assessments

Year	Passed ELA	State Average	Passed Math	State Average	Passed Science	State Average
2017	43.5%		34.5%			
2018	35.5%		27.4%			
2019	19.3%	48.9%	37.9%	48.7%	9.1%	47.4%

Stonybrook State Assessments

Year	Passed ELA	State Average	Passed Math	State Average
2017	38.8%		23.4%	
2018	38.9%		23.7%	
2019	28.7%	48.9%	22.5%	48.7%

Assessment results for both schools are far below the state average for both ELA and Math. According to Scholastic, *How to Prevent Your Kids from Losing What They Learned in School during Summer Vacation*, a recent study of students in 3rd - 5th grades showed that students "lose on average 20% of their school-year gains in reading and 27% of their school-year gains in math during summer break. Students at Sunny Heights and Stonybrook cannot afford to lose any school year gains since so few

students show proficiency on standardized assessments. A summer program for these students will focus on STEM and Literacy activities that will help prevent or lessen the summer slide.

MSD of Warren Township created the Journey of a Graduate (JOG) team, which focused on skills that needed to be developed during a students' time in Warren. The group was comprised of teachers, parents, administrators, community leaders and students. Based on these skills, the team identified current needs of the district. Based on the needs of the district, the team made recommendations that included affordable afterschool and summer programming for students. The team met numerous times throughout the year. Surveys were given to students, staff, parents and community members. The team then analyzed that data to determine skills a graduate should possess. The team also made recommendations for students.

Based on previous Parent Survey Results, affordable afterschool and summer high quality care is of great importance to parents in the district. Parent Survey Results indicate that parents are extremely satisfied with the current afterschool program at Liberty Park Elementary, Pleasant Run Elementary and Raymond Park Intermediate and Middle School through 21st CCLC. 100% of parents agree that the staff and program leaders care about their child, their child enjoys spending time with staff and program leaders and the afterschool program helped them engage with their students. Anecdotally, a parent shared that afterschool and summer programs have changed their lives, allowing both parents to work and providing a very affordable option. Another parent shared, "I am a single parent who lives in Warren Township, and I need childcare for my daughter in the summer while I work. In 2019 she was able to attend the summer camp provided by BGCI and Warren. This was an amazing experience for our family. Not only because of the low cost of the program, but also because of the day to day activities she was able to experience. Everyday she was able to participate in STEM activities. She built a solar powered car, went on nature walks, did science experiments, and went on field trips. This program was hands down more engaging than any other camp she has attended. I would choose for her to choose this summer program above all other options available." When funding has been available for summer programming, it has been extremely beneficial, well attended and impactful for parents and students.

Due to COVID-19, adjustments had to be made to the most current summer program. This past summer Warren Township and BGCI provided four hours of educational programming daily through Zoom for the current sites: Liberty Park

Elementary, Pleasant Run Elementary and Raymond Park Intermediate and Middle. The program was funded through the Paycheck Protection Program and other grants that BGCI was able to obtain. Parents and students were provided with a one-time link for daily access. The schedule was divided into morning and afternoon sessions. Each week a staff member would drop off the needed supplies for the week. The sessions included Creative Club, STEM/STEAM, Cooking Club, Game Day, Wellness Wednesday, Adventures with BGCI, Gym Time, Workout Wednesday and BGCI Summer Olympics. The program utilized a district program called Seesaw to post various activities and participants to respond and post their work or the project they completed. The summer program lasted from June 8th - July 24th. 50 students were registered in the program. When funding is available, the summer program is well attended by students.

Without the support of grants a summer program would not be possible. BGCI and Warren actively seek out funds for a summer program each year. Funding is not always available. With the additional funding, structure and stability to the summer program at Sunny Heights and Stonybrook would help improve academic achievement and behavioral outcomes. It would benefit the community overall because parents will not have to worry about students while they are working and it will enable them to work in a productive manner. Warren wrote and received an innovation grant for a summer program earlier this year. The summer program will happen in the summer of 2021. It would be detrimental to students and families to start this program and then eliminate these supports for students and families due to a lack of funding.



21ST CCLC

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

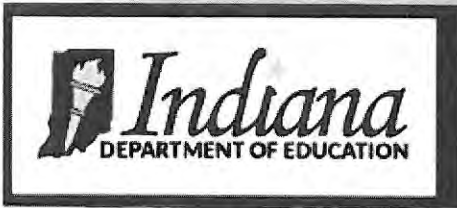
BGCI and Warren are committed to ensuring the long-term success of the afterschool programs. Warren receives Title 1 funding and the district has passed a referendum in the last two years. There is limited funding that may be available to sustain programming in the absence of 21st CCLC funds. Federal dollars are committed to support parent initiatives across the entire grant period.

Warren continuously seeks additional resources needed to fully-support the needs of its students. As grants are sought, a key factor considered is the district's ability to sustain efforts beyond grant funding. Given the legislative and funding constraints of Indiana school district budgets, the long-term availability of a district-funded afterschool program beyond the 4-year CCLC grant appears limited for the foreseeable future.

During the organization's planning process, BGCI and key staff members identified specific areas of Indianapolis which have the highest-need for afterschool programs and began opening school sites in those areas to generate community support. Over the past 17 years, BGCI has offered afterschool programs in numerous schools on the far eastside of Indianapolis. The club, located at 38th and Post Road, means that the high-need Warren families we currently serve—and those to come post grant funding—will have access to high-quality, low-cost (\$15 per student) afterschool programs that can provide a safe, caring and educationally-effective extended-time learning environment.

A stable, highly-respected organization with demonstrated effectiveness, the BGCI enjoys enduring partnerships from community businesses and foundations including; United Way of Central Indiana, the Office of Juvenile & Delinquency Prevention, the Office of Faith-Based & Community Initiatives, Americorps, Pacers Foundation, Indiana Sports Corporation, Summer Youth Program Fund (through Central Indiana Community Foundation), Marion County Commission on Youth, Indiana Afterschool Network, and Boys & Girls Club of America. These well established and committed partners will provide invaluable resources to support the new program and its membership.

As always, new partners to provide general operating support and in-kind contributions will continuously be sought.



21ST CCLC

A sustainability goal for the program in year 1 of Cohort 10 programming is to partner with two other nonprofits organizations; YMCA and Purdue University's 4-H to expand our STEM programming and potentially utilize each organizations staff to plan and implement the program at our sites. By expanding the STEM program and utilizing the expertise of other organizations, our students will benefit from highly effective STEM programming. Working with other partners will increase capacity and resources.

Action Items:

- Reach out to 2 other nonprofit organizations; YMCA and Purdue University's 4-H
- Meet to discuss the Imagine Science curriculum and resources
- Develop lessons, activities that could be used with all students
- Create a timeline and calendar for implementation

If this was achieved, there would be positive relationships with other nonprofits that could assist with searching for additional funding. The Imagine Science curriculum would reach additional students. This could possibly help sustain the program because it would pool resources and talent.

This would also help the staff develop highly-effective lessons and collaborative partners.



IDOE 21st CCLC Program Professional Development Plan



Program Name	MSD of Warren Township
Program Director	Ryan Russell
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director -1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 st CCLC 50% from Title II	January 2020	Professionalism
BGCI Onboarding	BGCI Staff, BGCA online modules	Learn BGCI & BGCA standards and expectations	Learn BGC essentials, guidance and discipline, program planning and implementation	Program Director -1 Site Coordinator-2 Direct service Staff - 20	4	\$0	N/A	Early August 2020, End of May 2021	All
Trauma Informed Care	Community Facilitator or Local BGCI certified	Learn more about trauma and how it impacts the youth that BGCI serves	Staff able to work with youth who have experienced trauma; fewer behavior issues	Direct Service Staff-20 Site Coordinator - 2	8	\$0	N/A	Early June 2020, Early August	Developmental Practice Methods, Applied Human Development



IDOE 21st CCLC Program Professional Development Plan



	staff member								
IAN Summit on Out-of-School Learning	Indiana Afterschool Network	Learn and expand knowledge of youth development, program implementation, and best practices	Strengthen and grow as management professionals and create a clear vision to share with their team	Program Director - 1 Site Coordinators - 2 Direct Service Staff-5	16	\$800	100% from 21 st CCLC	Spring 2021	All
IM! Because Kids Count Conference	Indiana Youth Institute	Learn and expand knowledge of youth development, program implementation, and best practice	Improve program implementation and increase program and staff quality for the long term	Program Director- 1 Site Coordinators- 2 Direct Service Staff-5	16	\$1,920	100% from 21 st CCLC	December 2020	All

Professional Development Plan Cost:

Total Estimated Cost	\$2,720	% of Total Budget	1.2%
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DEPARTMENT OF EDUCATION

Working Together for Student Success

Dr. Jennifer McCormick
Superintendent of Public Instruction

21st Century Community Learning Centers

Cohort 10 Performance Measures

Use a separate tab for each site. You may copy and paste the Performance Measure table into additional tabs as needed. Please label each tab with the Site Name.

Provide the Program Name and Site Name at the top of each Performance Measure table.

If you are not using all of the rows in a particular Focus Area, leave them blank. All rows SHOULD NOT be filled in. Remember, you should only have 8-12 measures total. Please use the specific number of measures allotted for each Outcome Category. You may delete rows that you are not using or leave them blank.

Priority Area: You must include at least one outcome measure related to your Priority Area. Please denote your Priority Area outcome measure by placing an "*" at the end of the measure. If you are unsure of your Priority Area, please contact IDOE.

Category 1: Academic Outcomes

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale. You may have up to 4 measures in this area. Please provide the grading scale(s) that the site uses in the grey box at the bottom the Academic Outcomes section.

2. Choose 2 additional measures. Measures may fall under the Academic Achievement or Academic Habits Focus Areas. You may have 2 measures under one of the Focus Areas or one measure in each Focus Area.

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the Focus Areas. You must include measures in at least 2 Focus Areas.

Category 3: Family Engagement Outcomes

Choose 2 measures from the Focus Areas. You may have 2 measures under one Focus Area or one measure in each Focus Area.



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21st Century Community Learning Centers

Performance Measures

MSD of Warren Township

Sunny Heights Elementary School

Category 1: Academic Outcomes

- 1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)**
- 2. Choose 2 additional measures from the following Focus Areas:**

Focus Area: Academic Achievement

60% of regular participants will increase their grade or maintain an ELA grade of "Mastery" by spring [GROWTH]

60% of regular participants will increase their grade or maintain a Math grade of "Mastery" by spring [GROWTH]

50% of regular participants will meet Growth Goals on the ELA portion of the NWEA assessment. [GROWTH]

50% of regular participants will meet Growth Goals on the Math portion of the NWEA assessment. [GROWTH]

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Social/Emotional Learning

70% or more of regularly attending participants will report that the afterschool program helped them cope with challenges.

Focus Area: In-School or Afterschool Behavior

70% of regular program participants' school day teachers will report that there was improvement in completing homework (or no improvement needed).

70% of participants' teachers will report improved classroom behavior (or no improvement needed).

Focus Area: College and Career Readiness

70% of regular program participants will report an increase in interest in science and technology. [STEM]

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

70% of parents will report that they have better communication with the school as a result their child's participation in the program.

70% of parents will report that they have engaged with their child around their school work or school subjects.



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Performance Measures

MSD of Warren Township

Stonybrook Intermediate/Middle School

Category 1: Academic Outcomes

- REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)**
- Choose 2 additional measures from the following Focus Areas:**

Focus Area: Academic Achievement

60% of regular 5th-8th grade participants will maintain an ELA grade of 'C or Better' or improve their grade from fall to spring. [GROWTH]

60% of regular 5th-8th grade participants will maintain a Math grade of 'C or Better' or improve their grade from fall to spring. [GROWTH]

50% of regular participants will meet Growth Goals on the ELA portion of the NWEA assessment. [GROWTH]

50% of regular participants will meet Growth Goals on the Math portion of the NWEA assessment. [GROWTH]

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Social/Emotional Learning

70% or more of regularly attending participants will report that the afterschool program helped them cope with challenges.

Focus Area: In-School or Afterschool Behavior

70% of regular program participants' school day teachers will report that there was improvement in completing homework to the teacher's satisfaction (or no improvement needed).

70% of regular participants' school day teachers will report improved classroom behavior (or no improvement needed).

Focus Area: College and Career Readiness

70% of program participants will report an increase in interest in science and technology. [STEM]

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

70% of parents will report that they have better communication with the school as a result their child's participation in the program.

70% of parents will report that they have engaged with their child around their school work or school subjects.



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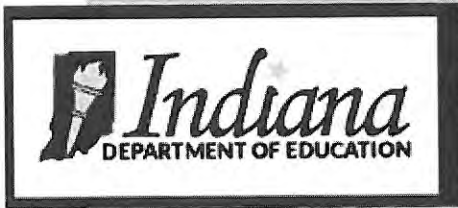
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**21st Century Community Learning Centers
Grading Scales Used By Program Site**

1. "Site Name" - Use a separate row for each site. Please enter the name of each site in a separate row. Depending on how many grading scales are used at each site, you may need more than one row per site.
2. "For which grade levels is this scale used?" - Enter the grade levels of students served at this site who are graded using this particular scale.
3. Grades - List, from highest grade possible to lowest grade possible, the possible grades included in this scale.
4. Define the Grading Scale - Provide definitions for the grades used in a standards-based grading scale. If the grading scale is a traditional A-F scale, enter NA.
5. Are students assessed on the same indicators during each grading period? Enter "Yes" if students are rated on the same indicators during each grading period. Enter "No" if the indicators on which students are rated change between grading periods. Enter NA if the grading scale is not a standards-based scale.

Site Name	For which grade levels is this scale used?	Grades (listed from highest to lowest)	Define the Grading Scale	Are students assessed on the same indicators during each grading period? (Yes, No, NA)
SAMPLE - Elementary School	K-2nd	E, M, P, N	E=Exceeding, M=Mastery, P=Progressing, N=Not Progressing	Yes
SAMPLE - Elementary School	3rd-5th	A, B, C, D, F	NA	NA



21ST CCLC

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