



21ST CCLC

REQUEST FOR PROPOSAL (RFP) TEMPLATE

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

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

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

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

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



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IDOE 21st CCLC staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access a Cohort 10 RFP overview webinar, [via this link](#). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. 21st CCLC staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to 21st CCLC staff, [click here](#). Please note 21st CCLC staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

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

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

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



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NAME OF LEA OR ORGANIZATION	ANDERSON COMMUNITY SCHOOLS
ADDRESS	1600 HILLCREST AVE
COUNTY	MADISON
NAME OF CONTACT PERSON	PAMELA STORM
TITLE	FEDERAL GRANTS COORDINATOR
PHONE NUMBER	765-641-2148
EMAIL	PSTORM@ACSC.NET
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DR. JOE CRONK
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	JCRONK@ACSC.NET

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>MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 TH
ANDERSON ELEMENTARY DISTRICT NUMBER 5275 SCHOOL NUMBER 5142	93%	D	75	3-4
ERSKINE ELEMENTARY DISTRICT NUMBER 5275 SCHOOL NUMBER 5146	88%	F	65	3-4
EDGEWOOD ELEMENTARY DISTRICT NUMBER 5275 SCHOOL NUMBER 4953	83%	F	20	3-4



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
ANDERSON ELEMENTARY	2035 S. RAIBLE AVE. 46011	ANDERSON/MADISON
ERSKINE ELEMENTARY	811 WEST 60 TH ST. 46013	ANDERSON/MADISON



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<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	3RD-4TH ALL 5TH- 8TH GRADERS ARE SERVED AT ANOTHER SITE
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	21ST CCL PROGRAM WILL OFFER STUDENTS GRADES 3-4 A BROAD ARRAY OF OPPORTUNITIES FOR ACADEMIC ENRICHMENT WITH A FOCUS ON STEM/STEAM EDUCATION.
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	BEFORE SCHOOL 6:00-9:00 AFTER SCHOOL 3:30 -5:30 4 WEEKS MONDAY- THURSDAY, IN SUMMER 8:00 -12:00
	No

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:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;



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- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;



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- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html



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

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

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

Anderson Community Schools

Applicant Name (LEA or Organization)

Pamela Storm
Authorized Signature

August 10, 2020
Date



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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

Tina Neal met with *Holy Cross* on *8/11/20*
 <Applicant Name> met with <Non-Public School Name> on <Month/Date/Year>
 in consultation for participation in a 21st CCLC initiative in <City/County>

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

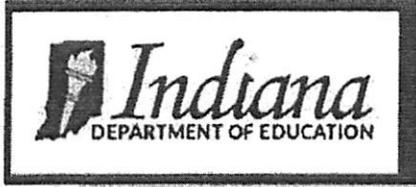
- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Tina Neal
 Non-Public School Representative

Tina Neal
 Signature

Pamela Storm
 Applicant Representative

Pamela Storm
 Signature



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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

A CS → ~~Liberty Christian School~~ Liberty Christian School 8/7/2020
<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year>
in consultation for participation in a 21st CCLC initiative in <City/County> Anderson / Madison Co.

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

Michael Shear Rees
Non-Public School Representative

[Signature]
Signature

Pamela Storn
Applicant Representative

Pamela Storn
Signature



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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

Pam Storm met with Anderson Christian School on 08/11/2020 in consultation for participation in a 21st CCLC initiative in Anderson/Madison 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

Sheila Arvin
Non-Public School Representative

Sheila Arvin
Signature

Pamela Storm
Applicant Representative

Pamela Storm
Signature

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)



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1. Project Abstract (2.5 Points, 2 Pages Maximum)

Anderson Elementary, Erskine Elementary and Edgewood Elementary serve 499 third and fourth grade students, of which 86.49% qualify for free or reduced lunch. Most of our children's families are service industry workers who have maintained full time jobs and are considered as the "working poor", yet struggle to meet the needs of their families. Due to the impact of the Covid-19 virus shut-down, Indiana Department of Workforce shows the unemployment rate has increased by 9.5% for our community. This statistic indicates more families will qualify for free or reduced lunch and be financially struggling. Given the financial status, most of Anderson Elementary, Erskine Elementary and Edgewood Elementary students do not have access to activities that expose them to artistic or cultural enrichment opportunities. Due to the hours our students' guardians must work in order to provide for their families, most of our students go home to empty houses after school. Once home, students are often left to fend for themselves without anyone to help with homework, a healthy snack, companionship or a safe environment. Therefore, many of our students go without benefit of a safe environment for several hours after school, before their guardians return from work. This unsafe, unmonitored, and unsupported environment breeds a situation where our students turn to the streets during afterschool hours. This unsupervised time is a huge concern, as Anderson has one of the highest crime rates in America at 47 per 1000 residents. A person's chance of becoming a victim in Anderson is currently 1 in 21, and more than 95% of other communities have a lower crime rate than Anderson. Even more concerning is that violent crime, including armed robbery, aggravated assault, rape and murder, is occurring in Anderson at a much higher rate than in most communities of all sizes in America. The chance that someone in Anderson will fall victim to one of these heinous crimes in 1 is 242, which equates to a rate of 4.4 per 1000 residents.

Currently, afterschool clubs are limited to Highland Middle School and our Eastside campus which houses elementary and intermediate schools, a successful 21st CCLC site serving an average of 1,300 per week. In the other Anderson Community Schools' buildings, a very limited number of afterschool clubs are offered to students in lieu of returning home or turning to the streets immediately after the school day. The current 21st CCLC offerings at Highland Middle School, Eastside Elementary and Anderson Intermediate for students to attend during afterschool hours have been tremendously successful, indicating that this service is needed, and our students anticipate being able to participate in the enrichment club activities. Currently, there are no funds to offer stipends for staff to facilitate afterschool clubs for



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students in schools, other than 21st CCLC locations. Therefore, there is little interest among other school staff to take time outside of school hours to offer additional enrichment or remediation opportunities to students, as they **cannot** be paid for their time. If funded, Anderson Elementary, Erskine Elementary and Edgewood Elementary will serve a minimum of 160 third and fourth grade students for 130 days or more during each year of the program through daily afterschool program offerings. These programs would be offered Monday-Thursday, and would include academic help/tutoring sessions (provided by certified teachers), snack time, and student selected club time (clubs will be described in program design) with transportation. The intended result of the program would be improving academic outcomes for participating students within math and/or English language arts. Key individuals involved within the program would be teachers, students, guardians, para educators, instructional coaches, data coaches, administrator, program tutors, social workers, community personnel, coordinator, university students, grant administrator and program director.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Anderson Elementary, Erskine Elementary and Edgewood Elementary are Title I schools serving diverse populations of students and families including 84.49% free/reduced student population. Forty-eight percent of Anderson Elementary students are Hispanic (ELL), 25% are black and 24% white with 93.27% receiving free/reduced lunch. Erskine Elementary ethnic make-up is 19% black, 12% Hispanic (ELL), and 55% white, with 88.27% qualifying for free/reduced lunch. Edgewood Elementary ethnic ratio is 29% black, 10% Hispanic (ELL), and 49% white with 77.94% qualifying for free/reduced lunch. School improvement status for each of the buildings is Anderson Elementary State Grade D, federal improvement status Targeted School Improvement (TSI), Erskine Elementary State Grade F, federal improvement status Comprehensive School Improvement (CSI), and Edgewood Elementary State Grade F, federal improvement status Targeted School Improvement (TSI).

Priority Area:

The 21st CCLC Program will offer students in grades 3-4 a broad array of opportunities for academic enrichment and a focused exposure to STEM/STEAM education through involvement in afterschool programs in science, technology, engineering, the arts, mathematics, and a summer camp focused on STEM/STEAM education and literacy. The plan for the Anderson, Erskine and Edgewood 21st CCLC program directly aligns to the 21st CCLC initiative of serving the economically disadvantaged students with enrichment opportunities that complement the



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regular academic programs in a safe environment during non-school hours. Anderson Community Schools has established various partnerships with local organizations and non-for-profits that will assist in providing high quality enrichment and personal development opportunities to Anderson, Erskine, and Edgewood 21st CCLC Program students and guardians. The following community-based organizations will be partnering with the Anderson, Erskine and Edgewood 21st CCLC Program:

1. Anderson University Site visits
2. Purdue University Polytechnic Institute, Anderson, site visits
3. Intersect, Inc. *See Appendix*
4. Kids Talk of Madison County *See Appendix*
5. East Side Studios *See Appendix*
6. YMCA *See Appendix*
7. Art Association of Madison County *See Appendix*
8. Freedom Martial Arts *See Appendix*
9. IYI Indiana Youth Institute *See Appendix*
10. WRiTE BRAIN *See Appendix*
11. 4-H of Madison County *See Appendix*
12. Grace Baptist Church *See Appendix*

Origin of Partnership:

Additionally, Anderson Community Schools will serve as the fiscal agent for Anderson, Erskine and Edgewood 21st CCLC program and grant. The school district will provide the schools for all afterschool programming.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The plan for the Anderson, Erskine and Edgewood 21st CCLC Program directly aligns to the 21st CCLC initiative of serving economically disadvantaged students with STEM/STEAM and enrichment opportunities that complement regular academic programs in a safe environment during non-school hours. Anderson Elementary, Erskine Elementary and Edgewood



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Elementary are all Title I schools serving diverse populations of students and families. Anderson Elementary has 48% of their students that are Hispanic (ELL), 25% are black and 24% white with 93.27% receiving free/reduced lunch. Erskine Elementary ethnic make-up is 19% black, 12% Hispanic (ELL), and 55% white, with 88.27% qualifying for free/reduced lunch. Edgewood Elementary ethnic ratio is 29% black, 10% Hispanic (ELL), and 49% white with 78% qualifying for free/reduced lunch. School improvement status for each building is; Anderson Elementary State Grade D, federal improvement status Targeted School Improvement (TSI), Erskine Elementary State Grade F, federal improvement status Comprehensive School Improvement (CSI), and Edgewood Elementary State Grade F, federal improvement status Targeted School Improvement (TSI). At Anderson Elementary there will be a focus on English Language Learners with clubs to support student's native languages and cultures. Program Director and the Data Specialist are already Credentialed Child & Youth Care workers. Site Coordinator will be required to be credentialed and other staff encouraged.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Anderson Elementary School (AES) serves 189, 3rd-4th grade students of which, 93.27%, qualify for free/reduced lunch status, Erskine Elementary School (ERS) serves 201, 3rd- 4th grade student with 88% free/reduced lunch, Edgewood Elementary School (EDS) serves 100, 3rd – 4th grade students with 83% qualifying for free/reduced lunch. Edgewood is only 2 miles from



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Anderson Elementary, a bus will transport the students to the 21st CCLC program afterschool. All of the students attend school during the hours of 9:00 – 3:30 for 180 days. The Anderson Community Schools Corporation is currently on a modified balanced calendar. With a 90% average free/reduced population for these three buildings, many of these families are considered the “working poor” as they maintain full time jobs, yet struggle to meet the needs of their families. Given the financial status of 90%, of our families, most of our students do not have access to activities that provide them with exposure to artistic or cultural enrichment opportunities. Due to the hours our students’ guardians must work in order to provide for their families, most of our students go home to empty houses after school. Once home, students are often left to fend for themselves without anyone to help with school work, or provide them with healthy snacks, companionship, or a safe environment. Therefore, many of our students go without the benefit of a safe environment for several hours after school, before their guardians return from work. This unsafe, unmonitored, and unsupported environment breeds a situation where students turn to the streets during afterschool hours. This unsupervised time is a huge concern, as Anderson has one of the highest crime rates in America with a crime rate of 47 per 1000 residents. A person’s chance of becoming a victim in Anderson is currently 1 in 21, and more than 95% of other communities have a lower crime rate than Anderson, Indiana. Even more concerning is that the violent crime rate including armed robbery, aggravated assault, rape, and murder, is occurring in Anderson, Indiana, at a much higher rate than in most communities of all sizes in America. The chance that someone in Anderson will fall victim to one of these heinous crimes is 1 in 242, which equates to ratio of 4.4 per 1000 residents. Anderson crime rates are 81% higher than the national average. According to data analysis conducted by the Juvenile Detention Initiative in Madison County, juvenile crime in Anderson traditionally spike during the after school hours from 3:30 pm to 8:00 pm. In 2019, the Madison County Juvenile Courts received 703 arrest referrals to probation. Additionally, according to a survey, Anderson Community School students are at a higher risk for family conflict than their peers (Indiana Youth Institute Survey).

In the fall of 2019 beginning of the year (BOY) NWEA results for students indicated that well over 50% of students are below the norm grade level mean RIT score on NWEA. This means that more than half of the 1,302 students are currently performing below grade level within the areas of mathematics, reading, and language usage.

Additionally, all three school’s academic outcome data show little to no growth.

ILEARN results for each of the buildings is a strong indicator of the need for afterschool support. At Anderson Elementary, 70% of 3rd and 79.7% of 4th grade students did not pass



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English Language Arts (ELA), and 59.7% 3rd and 76.2% 4th graders did not pass math, Anderson Elementary received a D State grade, and the school is in targeted school improvement (TSI) status. At Erskine Elementary, 59.7% 3rd and 76.8% of 4th graders did not pass ELA, and 52.7% 3rd and 70.3% 4th graders did not pass math. Erskine Elementary State grade is an F and the school is in comprehensive school improvement (CSI) status. Edgewood Elementary 78% of 3rd and 74% of 4th graders did not pass ELA, and 78% 3rd and 64% of 4th did not pass math. Edgewood Elementary State grade is F and the school is in targeted school improvement (TSI) status. Data also demonstrated low numbers of students achieved high growth about 14% and a low percentage of students 28% reaching proficient levels at Anderson, Erskine and Edgewood. In order to improve overall performance and move Anderson, Erskine and Edgewood out of the ongoing improvement status, the number of students making low/no growth must significantly decrease. Other pertinent information includes over 1512 behavioral referrals, average attendance rate of 94.2%, and 712 attendance letters were sent.

Currently, Highland Middle School and Eastside campus are 21st CCLC grant sites. The afterschool clubs and tutoring programs are vastly popular with students with a daily average attendance of 703 students and weekly average attendance of 1,300. However, currently on the west side of Anderson where Anderson Elementary, Erskine Elementary and Edgewood Elementary are located, there are limited afterschool programs offered to students in lieu of returning home or turning to the streets immediately after the school day due to the lack of available funds. Although some of these existing opportunities are open to all students, they are very limited, therefore making them only enticing to a select few. The current activities include basketball, student council and classroom special events. Additionally, the existing activities only meet a few times over the course of the school year, and do not meet at all during the summer. Students, teachers and administrators were surveyed during the winter 2020 regarding programs they would like to see implemented within an afterschool programming, if awarded the grant. The survey indicated that both teachers and students believed that afterschool opportunities were lacking, and that implementing afterschool and summer break programming would greatly impact student achievement as well as the overall culture at the schools.

In order to assess needs and services in the community, various local organizations and current community based partners of Anderson Community School were consulted. Agencies that have established relationships with the school district came together to discuss needs and additional ways to partner in order to meet these needs. During the writing of the grant application, all partners were engaged in discussion and collaboration in establishing how



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organizational resources would be utilized if awarded the grant in order to meet the needs of students.

If awarded the AEE 21st CCLC grant it would give children from a very high poverty and crime area the opportunity to experience enrichment and academic opportunities, they would otherwise have little hope of experiencing.

Partnerships (5 points, 3 pages Maximum)

The contributions from the Anderson, Erskine and Edgewood (AEE) 21st CCLC Partners are outlined below:

Anderson Community Schools (ACS) is a public school corporation in Anderson, Indiana which is located in Madison County. ACS serves 6,958 students in grades Pre-K through 12 across 12 different building locations. For the purposes of this grant, ACSC will serve as the LEA for all grant funds and will oversee all aspects of the 4-year grant. ACSC will also provide these in-kind donations toward the Anderson, Erskine and Edgewood 21st CCLC Program, space for the afterschool and summer programs; utilities for all space used during both the afterschool and summer programs; support and grant management by the ACSC Federal Grant Director, Pamela Storm; support of the ACS Assistant Superintendent, Eric Davis; financial records/grant oversight by the ACS Business Office. See appendix Kids Talk of Madison County is a youth advocacy center located in Anderson, Indiana that works directly with DCS and the prosecutor to protect youth in Madison county. For purposes of this partnership, Kids Talk of Madison County will provide these in-kind support to AEE 21st CCLC, facilitation of the Body Boundaries, Sexual Abuse Prevention Program for 21st CCLC program students' guardians. See appendix

Intersect, Inc. of Madison county is a community based organization in Anderson, Indiana that works to promote strategies to improve the health and overall well-being of Madison County youth, adults, and families. For the purposes of this partnership, intersect will provide these in-kind support to the AEE 21st CCLC, Bi-Monthly guardian education (Parent Cafes) for all AEE 21st CCLC Program students' guardians. These sessions will include informative sessions covering the following topics, stress management; conscious discipline; The 5 Love Languages; communication; proper nutrition; signs of abuse; domestic violence and; it's effects. See appendix

Indiana Youth Institute (IYI) is an advocate for healthy youth development in Indiana, providing capacity-building programs and resources for the state's youth workers and nonprofit, youth-serving organizations. For purposes of this partnership, IYI will provide the



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following contracted support to the AEE 21st CCLC: Evaluation of all aspects of the AEE 21st CCLC Program See Appendix

Other partners/Collaborators

- Art Association, and East Side Studios, design and implement curriculum, host student contests and provide materials for student use. *See appendix*
- YMCA provides staff implements curriculum with a variety of focuses, body fitness, overall health, and tutoring services. *See Appendix*
- Freedom Martial Arts designs and implements curriculum focused on character development and self-discipline. Provides equipment for activities. *See Appendix*
- Grace Baptist Church provide staff members for afterschool programming, expertise in design/implementation A/V and technology curriculum. *See Appendix*
- 4-H Club works with young people from all beliefs and backgrounds, empowering them to create positive change in their lives. *See Appendix*
- WRiTE BRAIN materials will be used to boost English Language Arts and writing. *See Appendix*
- Annual visit to Anderson University and Purdue Polytechnic and educational materials provided for parents.

Partner Collaboration and Support Goals

Anderson Community School (ACS) has established partnerships with many local community organizations in Anderson, Indiana that help to provide services to our students, families, and staff. In selecting partners for purposes of this grant application, we first looked to existing partnerships in ACS. Throughout the 4-year grant, ACS and Anderson, Erskine and Edgewood School will work collaboratively with the various partners to implement high quality programming and professional development for the AEE 21st CCLC Program. All partners worked together in the development of the grant application.

See the chart below for a description of how each partner will assist in reaching each established AEE 21st CCLC

Program Goals

AEE 21st CCLC Program Goals	Partners in Support of Identified Goals	Support Provided



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<p>Improve academic achievement.</p>	<p>Intersect</p> <p>Kids Talk of Madison County</p> <p>WRiTE BRAIN</p>	<p>Participation within family engagement activities by Intersect, Inc. will have an impact on student academic outcomes, as research shows that the family environment profoundly impacts academics.</p> <p>Participation within family engagement activities by Kids Talk of Madison County will have an impact on student academic outcomes, as research shows that the family environment profoundly impacts academics.</p> <p>Write Brain materials will be used to ensure that students develop new and vital skills, increase their enthusiasm for learning and experience boosted self-esteem. Also, has targeted materials for English Language Learners.</p>
<p>2) Improve Student Behavior</p>	<p>Intersect, Inc.</p> <p>Kids Talk of Madison County</p> <p>Freedom Martial Arts</p>	<p>Participation within family engagement activities by Intersect, Inc. will have an impact on student behavioral outcomes, as research shows that the family environment profoundly impacts student behavior at school.</p> <p>Participation within family engagement activities and Body Boundaries prevention programs by Kids Talk of Madison County will have an impact on student behavioral outcomes, as research shows that the family environment profoundly impacts student behavior at school.</p> <p>Focus training on self-discipline to help students develop control of their own behavior.</p>
<p>3) Increase Family Involvement</p>	<p>Intersect, Inc.</p> <p>Kids Talk of Madison County</p>	<p>Participation within family engagement activities by Intersect, Inc. will have an impact on overall family involvement in the program and school environment.</p> <p>Participation within family engagement activities by Kids Talk of Madison County will have an impact on overall family involvement in the program and school environment.</p>
<p>4) Improve Student Attendance</p>	<p>Lego Robotics STEAM</p> <p>Freedom Martial Arts & 4-H Club & YMCA</p>	<p>Use of the Lego Robotics STEM and Lego Robotics curriculum will peak student interest and desire to attend school so they may also participate in the afterschool program.</p> <p>Provide staff member for afterschool programming, design/implement curriculum focused on character development and discipline, coordinate community guest speakers, provide equipment for activities and safety</p>



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	Intersect, Inc.	Participation within family engagement activities by Intersect, Inc. will have an impact on student attendance outcomes, as research shows that the family environment profoundly impacts student attendance at school.
	Kids Talk of Madison County	Participation within family engagement activities and Body Boundaries prevention programs by Kids Talk of Madison County will have an impact on student attendance outcomes, as research shows that the family environment profoundly impacts student attendance at school.
5) Increase student exposure to STEM/STEAM education. Increase student exposure to The Arts	Lego Robotics STEM	Use of the Lego Robotic STEM and Lego Robotics curriculum will expose students to STEM content they otherwise may not be exposed to.
	East Side Studios	Design and implement curriculum focused on visual arts, coordinate community guest speakers, and provides equipment for students to use during afterschool and summer programs such as pottery wheels, and kilns.
	Art Association of Madison County	Design and implement curriculum focused on visual arts, host student contest and provides materials for students.
	Anderson University & Purdue Polytechnic	Partnership with Purdue Polytechnic Institute and Anderson University will allow for AEE 21st CCLC Program students to visit Purdue's campus and Anderson University to see careers they might be interested in that relates to STEM/STEAM

Currently at our other sites about 80% of club leadership is classroom teachers, social workers, para-educators and other support staff. The other 20% comes from our partnerships with collaborators and Anderson University students. Before any volunteer will be able to work with children a criminal history will be given and submitted to Anderson Community School district office. Detailed information on recruitment and volunteer is located below.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

School targeted to serve are Anderson Elementary 98% poverty with 48% students English Language Learners, and a school that is a targeted improvement school (TSI), school grade D. Erskine Elementary 90% poverty that is a comprehensive school improvement school (CSI) school grade F. Edgewood Elementary in a small neighborhood school with 83% poverty that is a targeted improvement school (TSI), school grade D. Third and fourth grade students will be targeted students to serve.



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Anderson Community Schools first began a 21st CCLC afterschool program during the 2017-18 school year at Highland Middle School. The following year we added our Eastside campus. Currently we offer over 40 unique clubs; we average 1,300 students a week and a daily average of 703 students. Between both sites, the After School Program has provided at least one day of services to more than 1,500 Highland and Eastside campus.

Design Requirements:

1. Students with Disabilities: In accordance with the requirements for GEPA, the Anderson Elementary, Erskine Elementary and Edgewood Elementary (AEE) 21st CCLC Program will take all necessary steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. No barriers will impede equitable access or participation of any parties within our program including: gender, race, national origin, color, disability, or age. Some of the anticipated strategies that will be used within the program to ensure equitable access to programming will include, but are not limited to:

- Enlarged/Audio-Taped/Braille materials for blind/low vision participants will be made available.
- Outreach efforts will be made to underrepresented genders, races, or ethnicities within the program.
- Accommodations and modifications to all curriculum and instruction will be made in accordance with student IEP's and 504 plans.
- Special Education teachers of record will be collaborated with as needed.

2. Title I Schools, Non-Title I Schools, Targeted Students and Their Families:

- Title I and Non-Title I eligible schools to be served by the 21st CCLC program:
 - Title I Schools: Anderson Elementary, Erskine Elementary and Edgewood Elementary Schools
 - Non-Title I/Non-Public Schools: Holy Cross School, Anderson Christian & Liberty Christian School
- The process and criteria for recruiting targeted students and families from the selected schools will be by teacher, social worker, counselor, or parent recommendation. Student NWEA, ISTEP+, course grades, and behavioral and attendance records will be reviewed as identifying factors in student and family selection.

3. USDA Approved snacks for 21st CCLC Children: The AEE 21st CCLC Program will provide snacks to all participating students during the afterschool program. Additionally, during the summer program, both breakfast and lunch will be provided to all participants onsite. The afterschool and summer feeding programs are outlined in detail below.



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- After School Snack Program
 - Anderson Community School Corporation's Food Service Department provides nutritious snacks to children after school through the assistance of a USDA program called the After School Snack Program (ASSP). Eligibility for the ASSP requires that a school corporation participates in the National School Lunch Program and provides regularly scheduled activities in a supervised setting.
 - Anderson Community School Corporation's Food Service Department follows the meal pattern established by the ASSP. The ASSP mandates that a reimbursable snack must contain two of the four following components, 4 fl oz. milk, 1/2 cup fruits or vegetables, or 1 serving of grain.
 - Accurate snack totals are counted by comparing the monthly snack count form to the daily snack production record. Kitchen managers set out a number of snacks each day and record the number on the daily snack production record. The site supervisor then hands out one snack including both components to each child. The site supervisor records the number of students that received a snack on the monthly snack count form. The next morning, the kitchen manager completes the daily snack production record by inputting the number of snacks left and calculating the number of snacks used. The kitchen manager ensures the total snacks used from the production record matches the number of snacks claimed on the monthly snack count.
 - Because Anderson Community School Corporation has a free and reduced eligibility rate above 50%, all snacks provided are free of charge. Reimbursement is awarded through the submission and approval of a monthly claim comprised of the total number of snacks served to children per month multiplied by the reimbursement rate per snack. Only one snack, per child, per day is permitted for reimbursement.
 - The ASSP must be reviewed by an Anderson Community School Corporation Food Service Department employee twice a year. The Indiana State Department of Education monitors Anderson Community School Corporation's compliance with the ASSP during the triennial administration review of the National School Lunch Program. Anderson Community School Corporation's last National School Lunch Program administration review was completed in school year 2015-2016.
- Summer School Breakfast and Lunch Program



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- Anderson Community School Corporation participates as a sponsor in the Summer Food Service Program (SFSP). The SFSP is a USDA program established to ensure children 18 and under have access to free meals during periods of time when school is not in session. The SFSP is administered by the Indiana State Department of Education. Anderson Community School Corporation is eligible to offer the SFSP because of its corporation wide free and reduced rate of over 80%.
- Sponsors participating in the SFSP are required to follow nutritional guidelines. Breakfast requires 8 oz. fluid milk, 1/2 a cup of fruits or vegetables, and a serving of grain. Lunch requirements include 8 oz. fluid milk, 3/4 cup fruits or vegetables, a serving of grain, and a serving of protein. Anderson Community School Corporation's Food Service Department will make menu accommodations for any child with physician facilitated dietary restrictions.
- Accurate documentation is another requirement for the SFSP. Site supervisors tally reimbursable meals served to each child at the point of service on daily count forms. These counts are then compiled and recorded on a monthly claim. Upon submission and approval of the claim, reimbursement is granted to the food service department in the amount of the reimbursement rate multiplied by the total number of meals served. The SFSP is a nonprofit program that requires a delicate balance between operating costs, and reimbursement.
- Throughout the SFSP the sponsor is required to complete site visits, reviews, and an ethnic and racial data form to ensure compliance with all SFSP guidelines. Sponsors are audited every 3 years by the Indiana Department of Education.
- As always, Anderson Community School Corporation's Food Service Department is committed to providing nutritious meals while abiding by food safety and sanitation rules and regulations.

Parent involvement Strengthening Families - Evidence based, research informed approach to increase families strengths, enhance child development, and reduce the likelihood for child abuse and neglect. The content delivered is based on engaging families, programs, and communities in building five protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social/emotional competence of children. Dr. Lori Desautels Training is a district-wide initiative that will be used with teachers, staff and students. Training provides self-awareness: Teach students and staff to understand their brain and how it works. Build self-awareness to better



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understand who they are and what makes them tick, so they can more easily learn how to self-regulate. This training will be offered to parents to support social emotional wellness.

The Anderson Community Schools (ACS) 21st CCLC program will leverage its position as a school-based Out-of-School (OST) time program to recruit current, highly qualified school day staff. Current instructional personnel in ACS have been hired to meet the needs of English language learners, students with disabilities, and, when possible, reflect the diversity of the students of Anderson. ACS staff that will be working beyond their contracted school day hours will receive their hourly compensation as determined by the collective bargaining agreement established by ACS and the Anderson Federation of Teachers 519.

To fill remaining vacancies after ACS personnel have been given an opportunity to apply to work during OST programming, community partners will be utilized. Through partnerships with organizations including, but not limited to, the Anderson YMCA, East Side Studios, Art Association of Madison County, Madison County 4-H, and Freedom MA, contracts will be created that will stipulate partners provide a designated number of staff members to work in the ACS OST program. Additionally, ACS will partner with Anderson University and Ball State University to post available positions to which university students can apply.

To ensure staff are retained and highly qualified to work with students, ACS will implement professional development opportunities for all staff members. ACS has, and will continue to utilize the Indiana Academy for Out-of-School Learning to provide on-demand training opportunities for staff members. Engagement in the Indiana Academy for OST Learning will lead to staff members' credentialing for CYC certification, which will be encouraged. Staff will also have in-house training opportunities through an on-boarding process to get acquainted with the program operations and curriculum development.

Along with the professional development opportunities provided to all staff by ACS both locally and through partnerships, ACS is committed to providing staff members with hourly pay rates that exceed the industry average. Site Coordinators at Anderson Elementary and Erskine Elementary schools will receive annual income greater than the average per capita income in Madison County, IN along with the option to take part in the ACS health insurance plan accessible to all full time staff members. Coupling income opportunities that exceed local and industry averages with robust professional development opportunities will increase the retention rate of staff members in ACS' OST programming.

Anderson Community Schools is an equal opportunity employer and does not discriminate in programs or activities on the basis of age, race, color, religion, sex, handicap, national origin, or limited English proficiency.



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Chart of staff positions and corresponding pay

STAFF SALARY	Funds		
Program Director split funded	\$20,000.00		
Program Coordinators (2)			
@ \$25 per hour (not to exceed 6 hours a day) 6 hours a day time 5 days a week for 40 weeks	\$30,000.00		
@ \$25 per hour (not to exceed 6 hours a day) 6 hours a day time 5 days a week for 40 weeks	\$30,000.00		
Data Specialist (1) split funded			
@ \$25 per hour (not to exceed 6 hours a day) 6 hours a day time 5 days a week for 40 weeks	\$15,000.00		
Club Leaders (20) \$3,366.00 ea			
@ \$17 per hour (not to exceed 6 hours a week for 33 weeks). Each Club Leader up to \$3,366 each for service.	\$37,320.00		
Family Night Teachers (12) \$136.00 ea			
@ \$17 per hour (not to exceed 2 hours per each of the 4 events)	\$1,632.00		
Summer Camp (8) \$1200.00 ea			
@ \$17 per hour (not to exceed 5 hours per day for 4 weeks)	\$13,600.00		
Total	\$147,552.00		
*Does not include benefits			

Tentative Weekly Schedule

During the school year, the program will operate Monday - Thursday, from 3:30 pm - 5:30 pm, for 34 weeks, beginning week three of the school year, and ending week thirty-four of the school year.

Semester One:

- Week 1: August 16 - 19, 2021
- Week 2: August 23- 26, 2021
- Week 3: August 30 - 2, 2021
- Week 4:* September 7 - 9, 2021
- Week 5: September 13 - 16, 2021
- Week 6: September 20 - 23, 2021
- Week 7: September 27 – 30, 2021
- Week 8: October 4 - 7, 2021

Semester Two:

- Week 18: January 3 - 6, 2022
- Week 19: January 10 - 13, 2022
- Week 20: January 18 – 20, 2022
- Week 21: January 24 – 27, 2022
- Week 22: January 31 – 3, 2022
- Week 23: February 7 - 10, 2022
- Week 24: February 14 -17, 2022
- Week 25: February 21 – 24, 2022



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Week 9: October 11-14, 2021

Week 10: October 25- 28, 2021

Week 11: November 1 - 4, 2021

Week 12: November 8 - 11, 2021

Week 13: November 15 – 18, 2021

Week 14: November 22 - 23, 2021

Week 15 November 29 -2, 2021

Week 16 December 6 -9, 2021

Week 17 December 13-14, 2021

Week 26: February 28 – 3, 2022

Week 27: March 7- 10, 2022

Week 28: March 28-31Week

Week 29: April 4 – 17, 2022

Week 30: April 11 – 14, 2022

Week 31: April 18 – 21, 2022

Week 32: April 25 – 28, 2022

Week 33: May 2 – 5, 2022

Week 34: May 9-12, 2020

**Program will run T-T due to holiday weeks.*

Standards Alignment

Anderson Community Schools (ACS) is committed to providing high quality afterschool programming that meets standards set forth by the Indiana Afterschool Network (IAN) and the Indiana Department of Education (IDOE). As an established 21st Century Community Learning Center grantee with rapidly growing, successful programs across three sites, ACS has proven alignment to the IAN and IDOE standards by successfully engaging in the Indiana Quality Program Self-Assessment (IN-QPSA) and documented regularly participating students' academic achievement. Continued growth to serve more students at additional sites will be successful through following the same model established in the existing program.

IAN Standards Alignment

In conducting and compiling data from the IN-QPSA across all program sites, every benchmark in regards to staff relating to, engaging with, and using positive techniques with students was rated as "Meets" or "Exceeds Standards." The hiring practices, on-boarding, and ongoing professional development opportunities related to working with students will be replicated at Anderson Elementary School and Erskine Elementary School. Training staff to create a welcoming environment for students with a nonjudgmental culture enhances the experience for students. This carries over into the interaction with parents. Family engagement nights and frequent communication with parents improves the perception families have of the program and will increase the number of students participating.

In addition to staff development in working with students and developing a positive student culture, staff are well-versed in safety procedures. The stakeholders involved in the IN-QPSA all indicated that training, safety, and procedures all "Meet" or "Exceed Standards." Staff are carefully vetted to ensure they are well-equipped to serve students in ACS' after school programs. After selecting highly qualified staff members, additional training is required



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regardless of the individual's background. Preparing staff for any possible scenario in direct service or emergency situations creates the necessary safe environment. Additionally, policies and procedures are laid out in the staff handbook that make explicitly clear what must occur in the event of an emergency or student conflict.

Regularly engaging in the IN-QPSA allows for continual improvement and refinement of policies, training, and program development. The stakeholder engagement in this process provides unique perspectives that allow the program director and site coordinators to make necessary adjustments. By using the IAN Standards to conduct ongoing formative and summative assessments of the sites and overall program, ACS will continue to provide high quality programming for students.

IDOE Standards Alignment

In addition to the Top 10 standards of the Indiana Afterschool Network, ACS 21st Century Community Learning Centers commit to providing programming designed to support and enrich participants' academic achievement. Nearly 75% of ACS' after school program staff are current school day staff members with over 50% holding teacher certification. With this staffing structure, students are provided with high quality homework assistance and tutoring services daily, oftentimes from teachers from whom the students receive their homework assignments. The direct connection to school day learning ensures the academic rigors of the school day are supported by the after school programs.

Along with the academic enrichment and remediation that occurs during daily, targeted academic time after school, staff members create engaging lessons covering a wide variety of content areas. Structured as a club format, students are able to self-select activities that provide real-world experiences linked to academic standards. Students have the opportunity to enhance their math and science skills through Robotics, STEAM, construction, and more clubs designed to incorporate age appropriate skills and standards into exciting activities.

Additionally, students can enhance their performing, audio, and visual arts skills through various clubs focused on A/V technology, sculpting, and performing arts. In all club offerings provided by ACS' after school programs, students are learning through engagement in enjoyable, unique activities.

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

Anderson Community Schools first began a 21st CCLC afterschool program during the 2017-18 school year at Highland Middle School. The following year we added our Eastside



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campus. Currently we offer over 40 unique clubs; we average 1,300 students a week and a daily average of 703 students. Between both sites, the After School Program has provided at least one day of services to more than 1,500 Highland and Eastside campus students. Perhaps the best indicator of success is that Highland Middle School moved from an F ranked CSI school to D.

Anderson Community Schools was a 21st CCLC grant recipient in 2001, however no records of attendance rates of the program participants, enrollment records, or academic outcomes have been located. No staff that was involved in the grant application, award, or facilitation of the 21st CCLC at that time are still employed by Anderson Community Schools. It is our understanding that there were identified fiscal discrepancies during the facilitation of the grant in 2001. We not only recognize this previous issue, but we have identified a grant facilitator in our current Title Grant Director, Ms. Pamela Storm. Ms. Storm has over 22 year of grant management experience and has served in ACSC as a Title I Grant Director since 1998. Ms. Storm was not involved in the program.

Student Success

Regularly attending participants (RAPs) demonstrated improved performance in all areas of their academic achievement. The engagement students experience in ACS' after school clubs serves as the catalyst for students' improved behavior as indicated by 89% RAPs' avoiding school suspensions altogether. The homework support and tutoring paid dividends as 77% of RAPs exhibited improvement on their assigned work by school day teachers. The program also increased family engagement both in the schools and at home with 85% of parents reporting they engaged in academic activities or support either in their child's school or at home.

In addition to the academic and behavioral successes of the program, students' career exploration was enhanced. Exposure to various career paths and opportunities gave students the ability to set career goals and determine academic plans. Upon conclusion of the school year, over 90% of RAPs indicated that they were interested in a STEAM related career.

Increasing the interest and providing opportunities for students to develop academic plans to further their formal STEAM education will continue to lead ACS' students to increased academic achievement.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)



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The relevancy of the goals, objectives, activities, measures and strategies outlined in the chart below is significant as they align to the needs of Anderson Elementary, Erskine Elementary and Edgewood Schools (AEE) students. As identified in Section IV, need for Project, AEE students are underachieving in academic growth in both ELA and mathematics. Additionally, 50% of AEE student NWEA mean RIT scores are below grade level across all grade levels. Behavioral referrals and attendance issues abound at AEE as well, as outlined in Section IV, Need for Project. In order to combat the academic, behavioral and social needs of our students and families, the AEE 21st CCLC Program has outlined program goals and objectives that directly align to the needs of our population and Indiana Academic Standards. We have also aligned program activities, measures, and strategies to reach our program goals and to meet 21st CCLC afterschool standards and meet objectives of the needs identified in the data analysis of our student and family population in Anderson.

**Note: All performance measures are measured for regularly attending participants (RAPs) - 45 days for all schools.*

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase reading comprehension achievement among regular participants. 1.2) Increase lexile levels of regular	1.a) Tutoring for ELA using specific learning activities. <i>(Research Based WRITE BRAIN)</i> 1.b) Offer 60 minute literacy blocks within the	1.1.1) 60% of regular participants will improve their scores on the ELA section of the ISTEP+ assessment. 1.1.2) 60% of regular participants will be at or above the norm grade level mean RIT score on the NWEA	1.1.1) ISTEP+ ELA scores 1.1.2) NWEA reading & language usage BOY, and EOY mean RIT scores



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	<p>participants within the summer camp.</p> <p>1.3) Increase mathematics achievement among regular participants.</p> <p>1.4) Improve math and ELA course grades among regular participants.</p>	<p>summer camp program. Taught by certified teachers</p> <p><i>(Research Based Curriculum -IXL)</i></p> <p>1.c) Tutoring for mathematics using specific learning activities. Taught by certified teachers <i>(Research Based Curriculum -IXL)</i></p> <p>1.d) Providing homework help sessions.</p> <p><i>(Research Based IXL Curriculum Benchmark & Everyday Math) Provide Tutoring sessions</i></p>	<p>assessments within reading and language usage by the end of the school year.</p> <p>1.2) 60% or more of regular participants in the summer camp will increase their lexile score.</p> <p>1.3.1) 60% of regular participants will improve their scores on the mathematics section of the ILEARN assessment.</p> <p>1.3.2) 60% of regular participants will be at or above the norm grade level mean RIT score on the</p>	<p>1.2) SRI lexile scores</p> <p>1.3.1) ILEARN mathematics scores</p> <p>1.3.2) NWEA mathematics BOY, and EOY mean RIT scores</p> <p>1.4) Report card grades</p> <p>Report card grades</p>
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			<p>NWEA assessments within mathematics by the end of the school year.</p> <p>1.4) 50% of regular participants will earn a “B” or better in their math and ELA course by spring semester.</p> <p>50% of regular participants will earn a “B” or better in their math and ELA /Math course by spring semester.</p>	
2) Improve Student Behavior	2.1) Decrease the number of behavioral referrals during the traditional school day among regular participants.	2.a) Building relationships with a teacher mentor during club participation	2.1) 75% of regular participants will decrease the number of behavioral referrals they receive during	2.1) Powerschool log entries & data reports

	2.2) Decrease the rate of in school suspensions among regular participants.	2.b) Character building activities <i>(Research Based Botvin and work with Dr. Lori Desautles)</i>	the traditional school day. 2.2) 75% of regular participants will not receive a suspension from school.	2.2) Powerschool log entries & data reports
3) Increase Family Involvement	3.1) Increase the participation of AEE families among regular participants. 3.2) Improve the family perception of AEE among regular participants.	3.a) BI-Monthly family engagement and education activities <i>(Research Based Curriculum - Strengthening Families)</i> 3.b) Bi-Monthly family engagement and education activities <i>(Research Based Curriculum - Strengthening Families)</i>	3.1) 60% of families of regular participants will participate in the family engagement activities of the program. 3.2) 80% of families of regular participants will rate their perception of AEE's culture and climate as positive.	3.1) Family engagement activity participation sheets. 3.2) Family EOY survey data.



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<p>4) Improve Student Attendance</p>	<p>4.1) Decrease the number of days absent during the regular school day by regular participants.</p> <p>4.2) Decrease the number of truancy letters received by regular participants.</p>	<p>4.a) Engaging after school tutoring, school work help, and STEM/STEAM programs that will encourage students to attend school.</p> <p>4.b) Engaging after school tutoring, homework help, and STEM/STEAM programs that will encourage students to attend school.</p>	<p>4.1) A minimum of 160 students will participate in 45 days or more of the after school program.</p> <p>4.2) 60% of regular participants will maintain a 95% attendance rate at school.</p>	<p>4.1) Powerschool attendance data reports & <i>Cayen Reports</i></p> <p>4.2) Powerschool attendance data reports & <i>Cayen Reports</i></p>
<p>5) Increase student exposure to STEAM education.</p>	<p>5.1) Increase the number of students exposed to STEAM education at AEE.</p> <p>5.2) Increase the STEAM related offerings for students at AEE.</p>	<p>5.a) Offer STEAM research based curriculum during after school club offerings. <i>(Research Based Curriculum - FIRST Robotics)</i></p> <p>5.b) Offer STEAM research based curriculum during summer camp. <i>(Research Based Curriculum -)Lego Robotics</i></p>	<p>5.1) A minimum of 65 AEE students will participate in a STEAM related club.</p> <p>5.2) A minimum of 75 AEE students will participate in the summer camp.</p>	<p>5.1) Program Participation & Attendance Records</p> <p>5.2) Program Participation & Attendance Records</p>



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<p>6) Increase student exposure to The Arts.</p>	<p>6.1) Increase the number of students exposed to The Arts at AEE.</p> <p>6.2) Increase offerings within The Arts for students at AEE.</p>	<p>6.a) Provide in services for program participants in partnership with Art Programs, Art Association of Madison Co., East Side Art Studios.</p> <p>6.b) Offer curriculum in The Arts during after school club offerings.</p>	<p>6.1) A minimum of 75 AEE students will experience The Arts during the after school program.</p> <p>6.2) A minimum of 5 programs in The Arts will be offered during the after school program.</p>	<p>6.1) Program Participation & <i>Cayen Reports</i> Attendance Records</p> <p>6.2) Program Participation & <i>Cayen Reports</i> Attendance Records</p>
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PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Dissemination of Information: The AEE 21st CCLC programs will disseminate understandable and accessible information about the program including a description of the services, the program location, and how to access the program to all families in the service area of Anderson, Indiana. This information will be posted in social media accounts, the ACSC district website, in school and district newsletters and through an automated phone call and email sent out to all ACSC, Holy Cross, Anderson Christian and Liberty Christian families.

Communication with Schools: The AEE 21st CCLC Program will be located at Anderson Elementary and Erskine Elementary; Edgewood will attend Anderson Elementary site all are within Anderson Community Schools (ACS). ACSs will also serve as the LEA. The Anderson Elementary, Erskine Elementary and Edgewood administrative teams, deans, teachers and social workers will be directly involved with the Program Director and Site Coordinator for the program through all aspects of the program including student/family identification for participation, data disaggregation and updates, collaborative meetings, advisory board meetings, and program evaluation. Communication and information will flow regularly and



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freely among and between the program and the school, as the program will be viewed as an extension of the school day and embedded as part of the culture of Anderson, Erskine and Edgewood student and family offerings. All regular education teachers at AEE will have access to the Program Director and Site Coordinator within the building during the regular school day as well as during monthly staff meetings so lines of communication regarding students can remain open. Additionally, student academic and behavioral outcomes during the regular school day and AEE 21st CCLC Program will be shared weekly during the regularly scheduled data meetings.

- The AEE 21st CCLC Program will equitably serve non-public school students and their families, from the Anderson area from Holy Cross, Anderson Christian and Liberty Christian Schools, if they elect to participate. Transportation will be provided from their building to the AEE campuses, where the program is located, for the afterschool program. These students may also elect to ride the provided bus transportation home. These participating students will also be able to ride the bus transportation provided during the summer program.
- The Program Director and Site Coordinator will have access to the necessary student academic, attendance, and behavioral records via Power School in order to monitor objectives and provide statewide evaluation data. Parental permission will be obtained from all program participants guardians.
- The AEE 21st CCLC Program will share information on student progress in the 21st CCLC program with both regular-day school staff and families of participating students on a regular basis. Data will be posted monthly for all regular-day school staff to be informed of outcomes. Additionally, the Program Director will participate regularly in data meetings where data discussions will be held with building leadership, and social workers.
- A list of all participating students and outcomes will be posted in the data room for staff to see. Communication with regular-day mathematics and ELA teachers will be conducted through regular emails and monthly staff meetings. The Program Coordinator will also attend Learning Log meetings when requested by the AEE staff, where they can share data and discuss individual student academic needs with AEE teachers and instructional coaches. This open and regular access to data, discussion, and collaboration between the program coordinator, AEE administrators, AEE instructional coaches, AEE support staff, and AEE teachers will ensure proper alignment of in school and out-of-school efforts in order to support overall student success.



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Parental Involvement Promotion - The AEE's 21st CCLC Program will promote parental involvement through partnership with Intersect, Inc. and their Strengthening Families/Parent Cafe initiative. Intersect, Inc. of Madison County is a community based organization in Anderson, Indiana that works to promote strategies to improve the health and overall well-being of Madison County youth, adults, and families. Through bi-monthly scheduled educational activities, Strengthening Families facilitators will plan and present relative topics of interest to AEE 21st CCLC Program families at various locations throughout the community. These sessions will include the following topics: stress Management, conscious Discipline, the 5 Love Languages, communication, proper nutrition, signs of sexual abuse, domestic violence & it's effects

Additionally, Kids Talk of Madison County, a youth advocacy center located in Anderson, Indiana that works directly with DCS and the prosecutor to protect youth in Madison County, will facilitate a guardian education series entitled Body Boundaries, A Sexual Abuse Prevention Program.

In order to educate our families on future educational opportunities, Purdue Polytechnic Anderson will provide educational materials for guardians of students enrolled in the AEE 21st CCLC Program regarding STEM/STEAM education opportunities at Purdue and Anderson University (AU), Art Association of Madison County and East Side Studios will provide educational materials for regarding Arts Education opportunities at AU.

All educational sessions for our AEE 21st CCLC Program families will be provided in various locations within the community in the evening hours and with a meal service from a volunteer organization, in order to meet the needs of working families. Childcare will be provided for younger children, so that all members of the family may attend and share in fellowship.

Terminology

21st CCLC Learning Center Terminology and Logos: The AEE 21st CCLC Program will use correct terminology for the program title and will use all program logos, as required. The program logo will be incorporated into the program within all publications, handouts, reports, sessions, and information provided to families electronically or in print form.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

All staff of the AEE 21st CCLC Program will begin the program with a self-assessment tied to the program objectives and goals. This self-assessment survey will establish areas of need for professional development for staff. This survey will be conducted again at the beginning of each year of the grant in order to identify emerging needs within staff development. New



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professional development opportunities will then be created in order to meet the needs of the staff and students within the program. All established and emerging professional development activities will serve to enhance the AEE 21st CCLC Program quality and help the program to reach its goals and objectives. See the chart below outlining the professional development activities for year one, the alignment with program objectives, and the expected outcomes for program staff in attendance.

Professional Development Activities: Year 1			
Professional Development Activity	Provider of Activity	Relevant Program Objective	Expected Staff Outcomes
First Aid Training	ACSC	3.2) Improve the family perception of AEE among regular participants. 4.1) Decrease the number of days absent during the regular school day by regular participants.	Staff will understand basic first aid and will be able to perform basic first aid techniques for students in need.
Strengthening Families/Parent Cafes	Intersect, Inc.	2.1) Decrease the number of behavioral referrals during the traditional school day among regular participants. 2.2) Decrease the rate of suspensions among regular participants. 3.1) Increase the participation of AEE families among regular participants. 3.2) Improve the family perception of AEE among regular participants. 4.1) Decrease the number of days absent during the regular school day by regular participants.	Staff will understand the relevancy and link of family dynamics to academic, behavioral and social outcomes. Staff will understand how to facilitate a Parent Cafe session.



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		4.2) Decrease the number of truancy letters received by regular participants.	
Body Boundaries, Sexual Prevention Program	Kids Talk of Madison County	<p>2.1) Decrease the number of behavioral referrals during the traditional school day among regular participants.</p> <p>2.2) Decrease the rate of suspensions among regular participants.</p> <p>3.1) Increase the participation of AEE families among regular participants.</p> <p>3.2) Improve the family perception of AEE among regular participants.</p> <p>4.1) Decrease the number of days absent during the regular school day by regular participants.</p> <p>4.2) Decrease the number of truancy letters received by regular participants.</p>	<p>Staff will understand the relevancy and link of abuse and neglect to academic, behavioral and social outcomes.</p> <p>Staff will understand proper DCS reporting procedures and the law.</p>
Lego Robotics Training	Lego Robotics	<p>5.1) Increase the number of students exposed to STEM education at AEE.</p> <p>5.2) Increase the STEM related offerings for students at AEE.</p>	<p>Staff will attend at least one face to face training and webinars as scheduled.</p> <p>Staff will understand all aspects of facilitating the FIRST Robotics curriculum.</p>
New Grantee Orientation (Required)	IDOE	Grant Management	Staff will understand all management components of the grant.



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Annual Trainings (2) (Required) Fall & Spring	IDOE	Grant Management	Staff will understand all management components of the grant.
Regional Trainings (Required)	IDOE	Grant Management	Staff will understand all management components of the grant.
USDOE Summer Institute	USDOE	Grant Management	Staff will understand all management components of the grant.
21st CCLC PD Academy (Select Courses)	IDOE	Grant Management	Staff will understand all management components of the grant.
IXL Webinar	IXL	1.1) Increase reading comprehension achievement among regular participants. 1.3) Increase mathematics achievement among regular participants. 1.4) Improve math and ELA course grades among regular participants.	Staff will be able to facilitate tutoring sessions through the use of IXL. Staff will be able to easily navigate the IXL website and locate appropriate standards based curriculum for students at varying grade levels based on needs.
WRiTE BRAIN	WRiTE BRAIN	1.1) Increase reading comprehension and writing achievement among regular participants. 1.2) Increase lexile levels of regular participants within the summer camp.	Staff will attend all scheduled training webinars for WRiTE Brain curriculum. Staff will be able to facilitate a 60 minute literacy summer session through the use of WRiTE BRAIN. Staff will be able to easily navigate the WRiTE BRAIN website and locate appropriate support for students at varying levels based on needs, interests, and ability.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

In order to accurately and efficiently evaluate the work it will be doing for the AEE 21st CCLC grant, Anderson Community School (ACS) will utilize an outcome and process evaluation. An advantage of conducting an outcome evaluation is that it allows the program to learn from its successes and failures from the year and to incorporate this knowledge into the following year's



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program plan. Advantages of using process evaluation is that it provides the program with the opportunity to determine how well “their plans, procedures, activities, and materials are working and to make adjustments before logistical or administrative weaknesses become entrenched.” (Thompson & McClintock, 2005). The planned evaluation is quasi-experimental in design and includes both quantitative and qualitative data collection measures. This design will provide critical information about each program area that will, in turn, be used to inform programmatic decisions as each grant year progresses.

The goals and objectives of the ACSC 21st CCLC program are in alignment with the federal purpose and stated goals of the 21st CCLC program. They are to: 1. Improve academic achievement; 2. Improve student behavior; and 3. Improve Family Involvement. Additionally, ACSC will also be striving to complete STEM goal: 4. Encourage involvement in STEM fields.

Evaluator Experience

Anderson Community School Corporation will partner with The Indiana Youth Institute to conduct the evaluation. The Indiana Youth Institute’s (IYI) Custom Solutions, a professional evaluation research division of the Indiana Youth Institute, has become a resource for many youth-serving organizations when conducting evaluation. IYI Custom Solutions has conducted large scale, multi-year and multi-site evaluations throughout Indiana, including the Children’s Trust Fund, multiple 21st CCLC program evaluations (10 years), the statewide 21st CCLC evaluation, projects with multiple school districts (including IPS), and projects with Drug Free Communities throughout the state. On an annual basis, IYI’s evaluation work includes multi-year or multi-site evaluations, as well as 100+ short-term consulting projects. IYI has refined its evaluation protocol to reflect best practices in the field. The evaluation protocol developed by the IYI evaluation team will give consistent and clear reporting to meet grant requirements and make informed programmatic and administrative decisions to ensure continuous improvement.

The 21st CCLC evaluation project will involve the skills and expertise of Kate Bathon Shufeldt to assure that the project meets the needs of ACSC within agreed upon timelines. Kate Bathon Shufeldt, MSW, is the IYI Program Manager- Custom Solutions Consulting and provides project supervision for all consulting services provided by IYI. With several years of experience in leading non-profits organizations, Ms. Shufeldt brings her expertise in program design, implementation, and evaluation to each project. The IYI Director of Evaluation, provides his/expertise regarding design and implementation of evaluation projects. The IYI Director has extensive experience with program evaluations at a variety of levels and areas. He has conducted evaluations with local school and districts for system improvements. The evaluator



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assigned to this project, Kate Bathon Shufeldt, MSW, is an experienced evaluator with three years of experience specifically evaluating 21st CCLC programs. She has conducted local and statewide program evaluations.

The evaluation team worked with Anderson Community Schools in designing the evaluation plan and will continue to do so in order for the plan to be implemented appropriately for useful data and feedback to be provided as part of the schools' continuous improvement efforts.

Description of Design

The quasi-experimental evaluation will be comprised of a multi-method and multi-source evaluation protocol. Using methodology that includes both quantitative and qualitative data collection measures allows for a more holistic understanding of the program's impact.

The evaluation process will be collaboration between all partners. The IYI Evaluator, ACSC staff and administrators will share in the responsibility of collecting the data. The IYI Evaluator will be responsible for each of the following: 1. Processing and analyzing data using a combination of Microsoft Excel, Microsoft Word, and the Statistical Package for Social Sciences (SPSS); 2. Providing formative evaluation reports on an annual basis; and 3. Providing a summative report at the end of the funding period. All reports will be delivered eight weeks after the final data is provided to the evaluator. This will enable ACSC to make program changes prior to the start of the next grant year. Following are the components of the evaluation:

1. *Cayen Reports* will be utilized to supply information about grades, attendance, and discipline referrals for those with regular program attendance (60 days or more).

2. *Cayen Reports* will be utilized to analyze the state required teacher survey data. This survey asks about student academic improvement, as well as perceptions of sub categories within academics.

3. NWEA assessment scores and grades will be utilized to measure academic proficiency levels for reading/English and math for all regular participants

4. Pre- and post-tests related to the Reading curricula/literacy, including NWEA and SRI will be administered each year. This test data will be analyzed to measure academic proficiency levels and lexile levels for all regular participants.

5. Pre- and post-tests related to the Math curricula, including NWEA will be administered each year. This test data will be analyzed to measure academic proficiency levels for Math for all regular participants.



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6. Pre- and post-surveys will be administered to participants of character building related activities, including the Character Education Climate Survey. This survey data will be analyzed to measure changes in participants’ attitudes about community and school.
7. Pre- and post-surveys will be administered to participants of STEM focused activities, including Lego Robotics. This survey data will be analyzed to measure changes in STEM related attitudes, knowledge, skills, and awareness.
8. Student focus groups will be held in the spring of each year to gather qualitative information about the impact of the program and enrichment activities.
9. Site visits will occur twice each year at each site to observe program activities and implementation, as well as to note observable program successes and challenges. This will help assess efficacy of the program and effectiveness of project staff at meeting participant needs.
10. Staff interviews will occur each year to garner feedback about program successes and challenges, as well as to assess program efficiency and efficacy.
11. Parent surveys will be administered during parent events to assess the effectiveness of the program at disseminating information and knowledge about academic achievement, resources and increasing parent reading time to support improved achievement, as well as collect suggestions for improvement of the program.

The following table outlines the data collection process, including the type of data to be collected, time frames of data collection, and reporting responsibility.

Table X: Data Collection

Type of Data to be Collected	When Collected	Instrument or Source	Who Collects/ Enters	Who Analyzes and Reports
School and program attendance tracking	Each Semester	School and program records	ACS Staff	IYI
Reading and Math/English grades	Each semester	Report Cards	ACS Staff	IYI
ISTEP+ scores (taken in spring, reported in fall)	Each school year	ISTEP+ (or replacement) reports	ACS Staff	IYI



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NWEA Assessment	Fall, winter, and Spring each school year	NWEA Assessment and School records	ACS Staff	IYI
Pre- and post-test results for curricula	Beginning and end of school year	Report Cards	ACS Staff	IYI
Pre- and post-test results for math curricula	Beginning and end of school year	Report Cards	ACS Staff	IYI
Pre- and post-survey results for Student Behavior activities	Beginning and end of student behavior related curriculum	Report Cards	ACS Staff	IYI
Pre- and post-survey results for STEM activities	Beginning and end of STEM related curriculum	Report Cards	ACS Staff	IYI
Pre- and post-survey results for CCR activities	Beginning and end of CCR related curriculum	Report Card	ACS Staff	IYI
Teacher Survey Feedback	Each Spring	Teacher survey	ACS Staff	IYI
School Suspension/Expulsions	Each Semester	School records	ACS Staff	IYI
Parent Survey feedback	At parent events in second semester each year	Parent Survey	IYI	IYI
Student Focus group feedback	Each Spring	Student focus group guide	IYI	IYI
Observation	Each Spring	Site Observation Guide	IYI	IYI



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Interviews	Each Spring	ACSC staff interview guide	IYI	IYI
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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

As in all aspects of Anderson Elementary, Erskine Elementary and Edgewood Elementary Schools, student safety is of our utmost concern and priority. The AEE 21st CCLC will be located at Anderson Elementary and Erskine Elementary Schools within various classrooms and locations throughout the building. Only the main entrance is utilized as an entrance, and it requires an ACS ID badge in order to access the building. There are also security cameras throughout the campus. All staff and volunteers involved in the AEE 21st CCLC Program will complete an expanded criminal history check prior to serving in the program. All students will ride ACS school buses to and from the program. All staff, including bus drivers, have gone through all necessary training and screening prior to serving students within this program, as required by ACS. Students will be transported both to and from the afterschool and summer programs in order to meet the needs of working families. If a student’s guardian elects to pick their student up from the program, the guardian must show identification and be listed as a guardian or emergency contact within the Power School system managed by the student’s school. A sign out procedure will also be established for all AEE 21st CCLC Programs. During any off site visits students will be accompanied by adult staff or volunteers at a ratio of 1:10, and parent permission will be required in order to attend.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

Current established partnerships for purposes of executing the goals of this grant application are outlined in Section IV. Partnerships/Collaborations in detail. The organizations who are currently committed to partner include:

- Kids Talk of Madison County*
- Intersect, Inc.*
- Indiana Youth Institute (IYI)*
- IXL
- WRiTE Brain
- Art Association of Madison County
- East Side Studios*
- Purdue Polytechnic Institute, Anderson



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- Anderson University*
- YMCA*
- Purdue Extension – Madison County 4-H
- Freedom Martial Arts*

**A member of this organization will also serve on the AEE 21st CCLC Program Advisory Board.*

All of these partners also currently partner with ACSC in a variety of ways. Therefore, they will continue to partner after the life of the grant is complete. These partners will also recruit additional partners into the program.

Plans to Expand Partnerships & Develop New Partnerships:

In order to sustain the afterschool and summer school program offerings in all 4 years grant the and beyond, ACS and AEE will continue to seek out additional partners during years of the grant and beyond. Regardless of any necessary cuts, we will continue to serve the same number of students during the program. We will utilize local volunteers if additional staff is needed.

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



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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

Memorandum of Understanding

Anderson Community Schools and Anderson Community School Corporation

Anderson Community Schools, hereinafter referred to as ACS, and Anderson Community School Corporation, hereinafter referred to as ACSC, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and ACSC desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and ACSC will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with ACSC to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and ACSC to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with ACSC.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing ACSC with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
9. Provide professional development opportunities to ACSC.

ACSC will:

1. Provide a parent sign-up table and ACSC representative at each 21st CCLC program site's school registration days.
2. Provide a Program Director to oversee Site Coordinator and to support their collaborative work with school administrators and ACS partner agencies.
3. Provide up to 10 youth development professionals at each site for a minimum of 3 hours per day, 4 days per week, for a minimum of 130 program days to provide academic enrichment, healthy lifestyles and character develop program and activities that emphasize youth development, academic success, life skills, and pro-social behaviors.
4. Provide one full time Site Coordinator at each Out-of-School Time Program site for 8 hours per day, five days per week, for a minimum of 180 days. The Site Coordinator 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 ACSC and employed in the Out-of-School Time Program, as described in the Site Coordinator job description.
5. Deliver services as an out-of-school time program from 3:30 to 5:30 at Anderson and Erskine Elementary schools on designated days of program's operation.
6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by ACS and project evaluators (local and state.
7. Designate a ACSC employee to serve on the Advisory Board for each designated site.
8. Be responsible for general program coordination, including set-ups & clean-up and first aid.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless ACSC, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

ACSC agrees to indemnify, defend, and hold harmless ACS, 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 ACSC. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Pamela Storm
ACS Authorized Signature

8/11/20
Date

[Signature]
ACSC Authorized Signature

8/12/21
Date

Memorandum of Understanding

Anderson Community Schools and East Side Studios

Anderson Community Schools, hereinafter referred to as ACS, and East Side Studios, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and East Side Studios desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and East Side Studios will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
 2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
 3. Work collaboratively with East Side Studios to identify high-priority student participants and to meet needs of youth served in the program.
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4. Develop common confidentiality guidelines to share information between ACS and East Side Studios to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with East Side Studios.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing East Side Studios with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
9. Provide professional development opportunities to East Side Studios.

East Side Studios will:

1. Provide information of provided services prior to each grading period to be advertised to families signing up for programming.
2. Provide one staff member to facilitate program implementation and instruction on days agreed upon quarterly by ACS and East Side Studios.
3. Serve at elementary programming sites from 3:30-5:30 on program days determined by program director and East Side Studios.
4. Create curriculum to be used by East Side Studios staff members during programming with ACS. Curriculum will be designed to emphasize positive youth development, academic success, life skills, and pro-social behaviors.
5. Be responsible for maintaining data, attendance forms, and other relevant program information documentation as needed by ACS and project evaluators (local and state).
6. Designate an East Side Studios employee to serve on the Advisory Board for ACS' 21CCLC programming.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless East Side Studios, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

East Side Studios agrees to indemnify, defend, and hold harmless ACS, 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 East Side Studios. It is understood that such indemnity shall survive the termination of this Agreement.

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Pamela Storm
ACS Authorized Signature

8/11/20
Date

Keaton
East Side Studios Authorized Signature

8/15/2020
Date

Memorandum of Understanding

Anderson Community Schools and Freedom Martial Arts

Anderson Community Schools, hereinafter referred to as ACS, and Freedom Martial Arts, hereinafter referred to as Freedom MA, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and Freedom MA desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and Freedom MA will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with Freedom MA to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and Freedom MA to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with Freedom MA.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing Freedom MA with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.

Freedom MA will:

1. Provide information of provided services prior to each grading period to be advertised to families signing up for programming.
2. Provide up to two staff members to facilitate program implementation and instruction on days agreed upon quarterly by ACS and Freedom MA.
3. Serve at elementary programming sites from 3:30-5:30 on program days determined by program director and Freedom MA.
4. Create curriculum to be used by Freedom MA staff members during programming with ACS. Curriculum will be designed to emphasize positive youth development, academic success, life skills, and pro-social behaviors.
5. Be responsible for maintaining data, attendance forms, and other relevant program documentation as needed by ACS and project evaluators (local and state).
6. Designate a Freedom MA employee to serve on the Advisory Board for ACS' 21CCLC programming.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 1, 2021 and continue through May 31, 2022. 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 supersedes any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless Freedom MA, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

Freedom MA agrees to indemnify, defend, and hold harmless ACS, 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 Freedom MA. It is understood that such indemnity shall survive the termination of this Agreement.

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

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes,

withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Danella Storm
ACS Authorized Signature

8/11/20
Date


Freedom MA Authorized Signature

8-9-20
Date

Memorandum of Understanding

Anderson Community Schools and Indiana Youth Institute

Anderson Community Schools, hereinafter referred to as ACS, and the Indiana Youth Institute, hereinafter referred to as IYI, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and IYI desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and IYI will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with IYI to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and IYI to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with IYI.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program.

Indiana Youth Institute will:

1. Work with ACS staff members to create measurable project outcome goals.
2. Assist ACS in administering all surveys to teachers, parents, students, and focus groups.
3. Provide evaluation services to ACS for 21CCLC program.
4. Provide review of data collection tools, facilitation of data collection, measurement of project outcomes, and analysis of data.
5. Prepare evaluation report for continuous improvement.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 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.

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless Indiana Youth Institute, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

Indiana Youth Institute agrees to indemnify, defend, and hold harmless ACS, 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 Indiana Youth Institute. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

Indiana Youth Institute shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to ACS that no employee of the contractor working with youth and parents of ACS has been convicted of a violent or serious felony as defined by statute.

Indiana Youth Institute shall not permit any employee to have any such contact with a student of ACS until such certification has been received by ACS. Indiana Youth Institute shall supply ACS with a list of names of those employees who are cleared to work with youth and parents of the district. ACS will also conduct criminal background checks on Indiana Youth Institute employees working to support its Out-of-School Programs.

WRITTEN NOTICE

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

APPROVALS

Pamela Storm
ACS Authorized Signature

8/11/20
Date

December LeTexier
Indiana Youth Institute Authorized Signature
December LeTexier, VP of Organizational Capacity

8/6/20
Date

Memorandum of Understanding

Anderson Community Schools and Kids Talk of Madison County

Anderson Community Schools, hereinafter referred to as ACS, and the Kids Talk of Madison County, hereinafter referred to as Kids Talk, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and Kids Talk desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and Kids Talk will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with Kids Talk to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and Kids Talk to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with Kids Talk.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program.

Kids Talk will:

1. Create, revise, and present information for students regarding setting and maintaining boundaries.
2. Provide staff for all presentations to students and parents/guardians for the Body Boundaries program.
3. Work with ACS in analyzing data and reporting information to appropriate personnel.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless Kids Talk, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

Kids Talk agrees to indemnify, defend, and hold harmless ACS, 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 Kids Talk. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Pamela Storm
ACS Authorized Signature

8/11/20
Date

DocuSigned by:
Denise Valdez
CA0DGB7A9DD84B1...
Kids Talk of Madison County Authorized Signature

8/5/2020
Date

Memorandum of Understanding

Anderson Community Schools and WRiTE BRAiN WORLD

Anderson Community Schools, hereinafter referred to as ACS, and WRiTE BRAiN WORLD, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and WRiTE BRAiN WORLD desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and WRiTE BRAiN WORLD will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Oversee overall operations of ACS' 21CCLC programming including, but not limited to, transportation, safety, staffing, snacks, and facilities.
3. Work collaboratively with WRiTE BRAiN WORLD to implement literacy curriculum into Out-of-School Time programming.
4. Develop common confidentiality guidelines to share information between ACS and WRiTE BRAiN WORLD to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Maintain coordination of other agencies and service providers.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

WRiTE BRAiN WORLD will:

1. Provide high quality curriculum to ACS at the agreed upon contracted rate.
2. Ensure curriculum provides opportunities for positive youth development, academic success, life skills, and pro-social behaviors.
3. Train ACS staff on curriculum implementation and development to utilize WRiTE BRAiN WORLD's curriculum in 21CCLC Out-of-School Time programming.
4. Provide ongoing webinars for professional development opportunities for ACS staff.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless WRiTE BRAiN WORLD, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

WRiTE BRAiN WORLD agrees to indemnify, defend, and hold harmless ACS, 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 WRiTE BRAiN WORLD. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Pamela Storm

ACS Authorized Signature

8/11/20

Date

Anna E. Kennedy

WRiTE BRAiN WORLD Authorized Signature

8.3.20

Date

Memorandum of Understanding

Anderson Community Schools and Madison County 4H

Anderson Community Schools, hereinafter referred to as ACS, and Madison County 4H, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and Madison County 4H desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and Madison County 4H will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with Madison County 4H to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and Madison County 4H to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with Madison County 4H.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing Madison County 4H with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
9. Provide professional development opportunities to Madison County 4H.

Madison County 4H will:

1. Provide information of provided services prior to each grading period to be advertised to families signing up for programming.
2. Provide one staff member to facilitate program implementation and instruction on days agreed upon quarterly by ACS and Madison County 4H.
3. Serve at elementary programming sites from 3:30-5:30 on program days determined by program director and Madison County 4H.
4. Create curriculum to be used by Madison County 4H staff members during programming with ACS. Curriculum will be designed to emphasize positive youth development, academic success, life skills, and pro-social behaviors.
5. Be responsible for maintaining data, attendance forms, and other relevant program documentation as needed by ACS and project evaluators (local and state).
6. Designate a Madison County 4H employee to serve on the Advisory Board for ACS' 21CCLC programming.

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless Madison County 4H, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

Madison County 4H agrees to indemnify, defend, and hold harmless ACS, 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 Madison County 4H. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, Madison County 4H 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). ACS, 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 ACS before commencement by Madison County 4H of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to ACS. A certificate of insurance showing compliance with these requirements shall be filed with ACS' Chief Financial Officer.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

Madison County 4H shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to ACS that no employee of the contractor working with youth and parents of ACS has been convicted of a violent or serious felony as defined by statute. Madison County 4H shall not permit any employee to have any such contact with a student of ACS until such certification has been received by ACS. Madison County 4H shall supply ACS with a list of names of those employees who are cleared to work with youth and parents of the district. ACS will also conduct criminal background checks on Madison County 4H employees working to support its Out-of-School Programs.

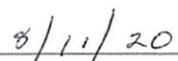
WRITTEN NOTICE

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

APPROVALS



ACS Authorized Signature



Date



Madison County 4H Authorized Signature



Date

Memorandum of Understanding

Anderson Community Schools and Grace Baptist Church

Anderson Community Schools, hereinafter referred to as ACS, and the Grace Baptist Church, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by ACS from the Indiana Department of Education.

ACS and Grace Baptist Church desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. ACS and Grace Baptist Church will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Anderson Elementary School and Erskine Elementary School.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

Description of Program Services

ACS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space, and the library media center/computer lab at Anderson Elementary School; and will include a designated office space, the cafeteria, gymnasium, large gathering room (LGI), classroom space (as needed) and the library/media center at Erskine Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with Grace Baptist Church to identify high-priority student participants and to meet needs of youth served in the program.

4. Develop common confidentiality guidelines to share information between ACS and Grace Baptist Church to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide Out-of-School time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with Grace Baptist Church.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing Grace Baptist Church with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.

Grace Baptist Church will:

1. Provide a staff member for afterschool programming
2. Design/Implement A/V curriculum using current technology
3. Support academic achievement of students through structured academic time
4. Provide supervision of students arriving to afterschool programming and ensure students go to their appropriate transportation home

TERMS

The term of the Memorandum of Understanding shall commence no earlier than June 2, 2021 and continue through May 31, 2022. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

ACS agrees to indemnify, defend, and hold harmless Grace Baptist Church, 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 ACS. It is understood that such indemnity shall survive the termination of the Agreement.

Grace Baptist Church agrees to indemnify, defend, and hold harmless ACS, 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 Grace Baptist Church. It is understood that such indemnity shall survive the termination of this Agreement.

INDEPENDENT CONTRACTOR STATUS

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

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

Danella Storm
ACS Authorized Signature

8/11/20
Date

Matthew E. Sands
Grace Baptist Church Authorized Signature
Matthew E. Sands

8/11/20
Date