



# 21<sup>ST</sup> CCLC

## REQUEST FOR PROPOSAL (RFP) TEMPLATE

Program Name	21 <sup>st</sup> Century Community Learning Centers Program (21 <sup>st</sup> 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	<a href="#">Submit the application here</a>
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 21<sup>st</sup> 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. 21<sup>st</sup> 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 21<sup>st</sup> CCLC staff, [click here](#). Please note 21<sup>st</sup> 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 21<sup>st</sup> 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](mailto:21CCLCprogram@doe.in.gov).



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<b>NAME OF LEA OR ORGANIZATION</b>	<b>BOYS &amp; GIRLS CLUBS OF ELKHART COUNTY</b>
<b>ADDRESS</b>	<b>102 W LINCOLN AVE, SUITE 240; GOSHEN, IN 46526</b>
<b>COUNTY</b>	<b>ELKHART</b>
<b>NAME OF CONTACT PERSON</b>	<b>CRISTINA RHEINHEIMER</b>
<b>TITLE</b>	<b>GRANTS PROCUREMENT &amp; PROGRAMS OUTCOME MANAGER</b>
<b>PHONE NUMBER</b>	<b>574-534-5933 EXT. 203</b>
<b>EMAIL</b>	<a href="mailto:CKLOTZ@BGCELKHARTCOUNTY.ORG"><b>CKLOTZ@BGCELKHARTCOUNTY.ORG</b></a>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>KEVIN DEARY</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>KDEARY@BGCELKHARTCOUNTY.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 <sup>TH</sup>
<b>CHAMBERLAIN ELEMENTARY SCHOOL (#2315)</b>	<b>83.7%</b>	<b>C</b>	<b>20</b>	<b>1ST-5TH</b>
<b>CHANDLER ELEMENTARY SCHOOL (#2315)</b>	<b>75.4%</b>	<b>C</b>	<b>15</b>	<b>1ST – 5TH</b>
<b>MODEL ELEMENTARY SCHOOL (#2315)</b>	<b>60.2%</b>	<b>C</b>	<b>20</b>	<b>1ST – 5<sup>TH</sup></b>



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<b>PARKSIDE ELEMENTARY SCHOOL (#2315)</b>	<b>60.9%</b>	<b>A</b>	<b>5</b>	<b>1<sup>ST</sup> – 5<sup>TH</sup></b>
<b>PRAIRIE VIEW ELEMENTARY SCHOOL (#2315)</b>	<b>52.5%</b>	<b>B</b>	<b>5</b>	<b>1<sup>ST</sup> – 5<sup>TH</sup></b>
<b>WATERFORD ELEMENTARY SCHOOL (#2315)</b>	<b>61%</b>	<b>C</b>	<b>5</b>	<b>1<sup>ST</sup> – 5<sup>TH</sup></b>
<b>WEST GOSHEN ELEMENTARY SCHOOL (#2315)</b>	<b>71.8%</b>	<b>A</b>	<b>10</b>	<b>1<sup>ST</sup> – 5<sup>TH</sup></b>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
<b>BOYS &amp; GIRLS CLUB OF GOSHEN</b>	<b>306 CRESCENT STREET; GOSHEN, IN 46528</b>	<b>GOSHEN/ELKHART</b>



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<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>1<sup>ST</sup> – 5<sup>TH</sup></b>
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	<b>STEAM</b>
<b><u>OPERATING HOURS</u></b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b>	<b>AFTER-SCHOOL, SUMMER</b>
<b><u>PROGRAM INCOME</u></b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>YES</b>



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

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



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- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to



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terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

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

Boys + Girls Clubs of Elkhart County

Applicant Name (LEA or Organization)

Kevin M Deary

Authorized Signature

8/11/20

Date

**21<sup>st</sup> Century Community Learning Centers**

**Memorandum of Understanding**

**A Collaboration Between**

**Goshen Community Schools**

**&**

**Boys & Girls Clubs of Elkhart County – Goshen Unit**

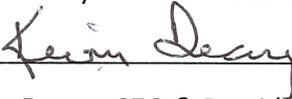
In an effort to better fulfill their common missions of service to children and youth, Goshen Community Schools (GCS) and the Boys & Girls Clubs of Elkhart County (BGCEC), and also other significant partners, have collaborated in planning this 21<sup>st</sup> Century Community Learning Center education initiative. The partners' intent, in this initiative is to extend students' instructional days as to:

- Offer academic instruction, guidance, and support helping children succeed in school
- Offer a variety of additional enriching, youth development programs and services
- Offer opportunities for parents/guardians and siblings of participating children and youth to also advance educationally, vocationally, and socially.

Appropriate representatives for each of these partners have participated in the initiative's planning and each will have significant roles and responsibilities as the initiative is produced to the benefit of students and their families. Assurances are also offered that both GCS and BGCEC will have on-going responsibilities for initiative oversight, as each will have membership on the initiative's Advisory Committee.

Specific partner roles and responsibilities are defined below.

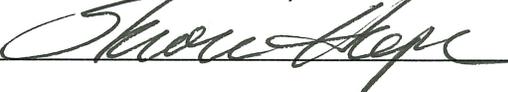
For the Boys & Girls Clubs of Elkhart County

  
\_\_\_\_\_  
Kevin Deary, CEO & President

8-11-20

Date

For the Goshen Community Schools

  
\_\_\_\_\_  
Steve Hope

08/11/2020

Date

BGCEC 21<sup>st</sup> CCLC Initiative Roles & Responsibilities

Initiative Component	BGCEC Roles & Responsibilities	21 <sup>st</sup> CCLC \$\$		GCS Roles & Responsibilities	21 <sup>st</sup> CCLC \$\$	
		Yes	IK		Yes	IK
Grant Administration	1. Serve as the grant administrator and fiscal agent 2. Serve as the initiative administrator, assuring coordinated service delivery 3. Serve as IDOE’s contact for all issues relative to the 21 <sup>st</sup> CCLC grant 4. Coordinate the activities of the 21 <sup>st</sup> CCLC initiative Advisory Committee	Partial		1. GCS will be represented on the initiative’s Advisory Committee.		IK
Program & Service Delivery	1. Coordinate all services and program delivery of the initiative partners 2. Collaborate with initiative partners to ensure service effectiveness. 3. Provide various, enriching youth development programs and services, especially in areas of STEAM, character and leadership development, and recreation and fitness	Partial		n/a		
Personnel	1. Provide BGCEC personnel to offer various enriching youth development programs and services. 2. Employ tutors to extend the academic instructional day, offering academic guidance and support.	Full	IK	1. GCS will inform employees of possible tutor positions available through the CCLC program.		IK
Facilities	1. 21 <sup>st</sup> CCLC initiative regularly occurring activities will take place at the BGCEC facility located in Goshen.		IK	1. N/A		
Marketing & Communications	1. BGCEC, with other partners, will develop such marketing processes and vehicles as may be necessary to attract students and their families to participate in the 21 <sup>st</sup> CCLC initiative. 2. As practical, the partners will utilize various media to inform the general public about the		IK	1. GCS will collaborate with BGCEC as at left to market/publicize the 21 <sup>st</sup> CCLC initiative.		IK

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Partial – partially paid via 21<sup>st</sup> CCLC grant

IK – in-kind, expenses covered via other resources

BGCEC 21<sup>st</sup> CCLC Initiative Roles & Responsibilities

	initiative and ensure that the public is aware of progress being made by students.					
Transportation	<ol style="list-style-type: none"> <li>1. BGCEC will underwrite new transportation services provided by GCS in order to assure that each student who wants to participate in this 21CCLC initiative may do so, and that the absence of transportation is not an obstacle to participation.</li> <li>2. GCS will continue to provide transportation to BGCEC members as previously done.</li> </ol>		Partial	<ol style="list-style-type: none"> <li>1. GCS will assist in providing additional transportation as needed to 21CCLC participants.</li> <li>2. GCS will provide transportation from GCS schools to BGCEC for after school activities as previously arranged.</li> </ol>	Full	IK
Equipment & Supplies	<ol style="list-style-type: none"> <li>1. BGCEC will provide all consumable supplies needed to successfully conduct youth development programs and services</li> <li>2. BGCEC will provide its own athletic/recreational equipment.</li> <li>3. BGCEC will allow access to phones, copiers, wifi, etc. as needed by initiative partners in order to effectively and safely serve children and youth.</li> </ol>	Partial		1. N/A		
Data Collection	<ol style="list-style-type: none"> <li>1. BGCEC will use data management system to collect and track regular program attendance of Club members.</li> <li>2. BGCEC will input program attendance data into the management system chosen by IDOE for the 21<sup>st</sup> CCLC initiative.</li> </ol>	Partial	IK	<ol style="list-style-type: none"> <li>1. GCS will provide school attendance data for 21<sup>st</sup> CCLC initiative participants as requested by BGCEC for the initiative.</li> <li>2. GCS will provide request school grade and testing information upon request of BGCEC and/or the independent evaluator assigned to the initiative, following all FERPA guidelines</li> </ol>		IK

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IK – in-kind, expenses covered via other resources

**21<sup>st</sup> Century Community Learning Centers**

**Memorandum of Understanding**

**A Collaboration Between**

**Goshen College ECoSistema**

**&**

**Boys & Girls Clubs of Elkhart County – Goshen Unit**

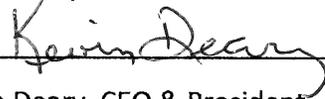
In an effort to better fulfill their common missions of service to children and youth, Goshen College ECoSistema and the Boys & Girls Clubs of Elkhart County (BGCEC), and also other significant partners, have collaborated in planning this 21<sup>st</sup> Century Community Learning Center education initiative. The partners' intent, in this initiative is to extend students' instructional days as to:

- Offer academic instruction, guidance, and support helping children succeed in school
- Offer a variety of additional enriching, youth development programs and services
- Offer opportunities for parents/guardians and siblings of participating children and youth to also advance educationally, vocationally, and socially.

Appropriate representatives for each of these partners have participated in the initiative's planning and each will have significant roles and responsibilities as the initiative is produced to the benefit of students and their families. Assurances are also offered that both Goshen College ECoSistema and BGCEC will have on-going responsibilities for initiative oversight, as each will have membership on the initiative's Advisory Committee.

Specific partner roles and responsibilities are defined below.

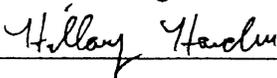
For the Boys & Girls Clubs of Elkhart County

  
\_\_\_\_\_  
Kevin Deary, CEO & President

8/12/2020

\_\_\_\_\_  
Date

For Goshen College- ECoSistema

  
\_\_\_\_\_  
Hillary Hadler

8/12/20

\_\_\_\_\_  
Date

BGCEC 21<sup>st</sup> CCLC Initiative Roles & Responsibilities

Initiative Component	BGCEC Roles & Responsibilities	21 <sup>st</sup> CCLC \$\$		Goshen College (GC) Roles & Responsibilities	21 <sup>st</sup> CCLC \$\$	
		Yes	IK		Yes	IK
Grant Administration	1. Serve as the grant administrator and fiscal agent 2. Serve as the initiative administrator, assuring coordinated service delivery 3. Serve as IDOE’s contact for all issues relative to the 21 <sup>st</sup> CCLC grant 4. Coordinate the activities of the 21 <sup>st</sup> CCLC initiative Advisory Committee	Partial		1. GC will provide information regarding programs and service activities. 2. GC will be represented on the initiative’s Advisory Committee.		IK
Program & Service Delivery	1. Coordinate all services and program delivery of the initiative partners 2. Collaborate with initiative partners to ensure service effectiveness. 3. Provide various, enriching youth development programs and services, especially in areas of STEAM, character and leadership development, and recreation and fitness	Partial		1. Provide programing for youth following the El Sistema model.	Full	
Personnel	1. Provide BGCEC personnel to offer various enriching youth development programs and services. 2. Employ tutors to extend the academic instructional day, offering academic guidance and support.	Full	IK	1. GC will provide both trainers and instructors to fulfill responsibilities described immediately above.	Full	
Facilities	1. 21 <sup>st</sup> CCLC initiative regularly occurring activities will take place at the BGCEC facility located in Goshen.		IK	1. N/A		
Marketing & Communications	1. BGCEC, with other partners, will develop such marketing processes and vehicles as may be necessary to attract students and		IK	1. GC will collaborate with BGCEC as at left to market/publicize the 21CCLC initiative.		IK

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Partial – partially paid via 21<sup>st</sup> CCLC grant

IK – in-kind, expenses covered via other resources

BGCEC 21<sup>st</sup> CCLC Initiative Roles & Responsibilities

	<p>their families to participate in the 21CCLC initiative.</p> <p>2. As practical, the partners will utilize various media to inform the general public about the initiative and ensure that the public is aware of progress being made by students.</p>		IK			
Transportation	<p>1. BGCEC will underwrite new transportation services provided by GCS in order to assure that each student who wants to participate in this 21CCLC initiative may do so, and that the absence of transportation is not an obstacle to participation.</p> <p>2. GCS will continue to provide transportation to BGCEC members as previously done.</p>		Partial	1. N/A		
Equipment & Supplies	<p>1. BGCEC will provide all consumable supplies needed to successfully conduct youth development programs and services</p> <p>2. BGCEC will provide its own athletic/recreational equipment.</p> <p>3. BGCEC will allow access to phones, copiers, wifi, etc. as needed by initiative partners in order to effectively and safely serve children and youth.</p>	Partial		1. N/A		

Note: Full – fully paid via 21<sup>st</sup> CCLC funds

Partial – partially paid via 21<sup>st</sup> CCLC grant

IK – in-kind, expenses covered via other resources

## Boys & Girls Club & Goshen Schools Commitment from iEval

### CHARGE

The external evaluator, iEval, will work with the Boys & Girls Club of Elkhart to evaluate the implementation of the 21<sup>st</sup> Century Community Learning Centers grant from the Indiana Department of Education within Goshen Schools.

### CONTACT

Dr. Wendy Tackett, lead evaluator, can be contacted at 230 Ridgeview Drive, Battle Creek, MI 49015. Her cell phone is 269-420-3417 and her email is [wendy@ieval.net](mailto:wendy@ieval.net).

### AUDIENCES

The primary audiences for this evaluation will be: Boys & Girls Club of Elkhart; Goshen Schools; Indiana Department of Education; potential new funders; and parents, students, and community.

### REPORTING

The evaluator will be solely in charge of developing and editing evaluation reports as outlined in the evaluation plan below. 21<sup>st</sup> CCLC collaborative members will be responsible for completing reporting requirements, including data collection and analysis as indicated by the Indiana Department of Education, with support from iEval. It is understood that the evaluation report will be as concise as possible, but additional information can be provided by the evaluator upon request.

The evaluator will release the evaluation report to the 21<sup>st</sup> CCLC collaborative with the understanding that they will pass the report, along with any accompanying statement, to other key stakeholders. The collaborative may choose to endorse or not endorse the report depending on their judgment of the quality and appropriateness of the report.

### EVALUATION FOCUS

The chart below illustrates the various goals of the project, the ways the goals will be evaluated, the data needs from the school district, and the additional support the evaluator will provide. Evaluation will also be the primary focus at Camp iEval professional development.



## Making Evaluation Useful

Goals	District Roles	Evaluator Roles
<b>To improve the <i>academic success</i> for students at-risk of failing high academic standards.</b>	<ul style="list-style-type: none"> <li>• School districts will provide evaluator with state and local assessments in an electronic format (.xls) when available</li> <li>• School districts will provide evaluator with student report card grades in core subjects in an electronic format (.xls) every term</li> </ul>	<ul style="list-style-type: none"> <li>• Compile all data sources into reports analyzing the impact of program on student academic achievement &amp; growth</li> <li>• Analyze academic trends over multiple years of program</li> <li>• Complete state outcome reporting requirements</li> </ul>
<b>Increase school attendance, community involvement, and responsible behavior through <i>youth development</i> activities.</b>	<ul style="list-style-type: none"> <li>• At end of school year, school districts will provide evaluator with total number of days in school, days absent per student, and days suspended per student in an electronic format (.xls)</li> </ul>	<ul style="list-style-type: none"> <li>• Work with school districts to collect &amp; analyze school attendance and suspension data for students</li> </ul>
<b>Provide a broad range of opportunities for <i>student enrichment</i> as evidenced by the student enrichment schedule and participation records.</b>	<ul style="list-style-type: none"> <li>• <i>Not applicable</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analyze Cayen attendance data</li> <li>• Conduct qualitative data collection (e.g., program observation, student or teacher interviews) and provide feedback on program implementation and impact</li> </ul>
<b>Provide <i>enhanced services to families</i> of enrolled students.</b>	<ul style="list-style-type: none"> <li>• <i>Not applicable</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure parents are surveyed with relevant required items</li> </ul>
<b>Additional Service</b>		
<ul style="list-style-type: none"> <li>• Camp iEval – professional development focused around using data.</li> </ul>		

## REPORTS

The evaluator will deliver updates of the evaluation as information warrants and is always available by phone or email for consultation. Two formal evaluation reports will be completed – late fall of each year focusing on summer programs and fall targeting and July of each year as the annual report (as well as evaluation template for the state) – including as much information (baseline and analysis) in each report as possible. Informal feedback will also be provided to help with program improvements during the year, including summary of any qualitative data collection.



## ACCESS TO DATA & RIGHTS OF HUMAN SUBJECTS

It is understood that the 21st CCLC collaborative will make available to the evaluator any and all data/reports required by the evaluator to do the job. The FERPA regulations allow external evaluators to have access to student data if the evaluation is designed to “conduct studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted, and contractual partners with (*Name of District*) schools.”

In the implementation of this evaluation, the evaluator will take every precaution to adhere to the three basic ethical principals that guide the rights of human subjects as derived from the Belmont Report: respect for persons, beneficence, and justice. Evaluation data will be collected in a manner representing these principals, and evaluation reporting will be done with respect to human dignity, providing constructive feedback without bias.

The evaluation will be conducted adhering to the American Evaluation Association’s Guiding Principles ([www.eval.org/Publications/GuidingPrinciples.asp](http://www.eval.org/Publications/GuidingPrinciples.asp)), specifically “Evaluators respect the security, dignity and self-worth of respondents, program participants, clients, and other evaluation stakeholders.”

**This evaluation commitment is being submitted by the external evaluator as part of the 21<sup>st</sup> CCLC application in August 2020.**



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Wendy L. Tackett, Ph.D.

August 5, 2020

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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

**Boys & Girls Clubs of Elkhart County** met with **Bethany Christian Schools** on **08/12/2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Goshen, IN.**

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

*Principal, J. Hank Wilkems*

Non-Public School Representative

Signature

*Kevin Deary*

Applicant Representative

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

**Boys & Girls Clubs of Elkhart County** met with **St. John the Evangelist Catholic School** on **08/12/2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Goshen, IN.**

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Tom Letni

Non-Public School Representative

Signature

Kevin Deary

Applicant Representative

Signature



21<sup>ST</sup> CCLC

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

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

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

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

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

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

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

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

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

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



21<sup>ST</sup> CCLC

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

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

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

**I. Project Abstract**

The Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG) has been serving the children and youth of the community for over 60 years. We are requesting funding to provide STEAM programming at the Goshen Unit for students in grades 1 – 5, primarily those attending Goshen Community Schools (GCS). BGCG is located less than one block from Chamberlain Elementary School, the school with the highest free/reduced lunch percentage in the GCS district. The Boys & Girls Club program provides an extension of the school day during the after-school hours including additional academic instruction and quality youth development programming. Academic enrichment programs allow students to attain academic proficiency at school, gain new knowledge outside of the classroom aimed at helping them improve personal and social behaviors, and help increase the involvement of students' parents/guardians in the education process. Moreover, the program provides support for students' foundational education, vocational studies, and social competencies. The success of the program is due to the dedication of past and present program partners in their role helping Goshen students succeed.

Daily programming will include homework assistance, college and career readiness programs, healthy lifestyles programming, tutoring as needed by GCS certified teachers, academic enrichment activities, and parent/family enrichment nights. STEAM programs: Science, Technology, Engineering, Arts, and Math, will be the focus of the grant funded programs. These programs will include hands-on activities such as: robotics, coding, fine and performing arts, as well as, activities that specifically support workforce readiness in conjunction with the new Indiana Academic Diploma standards. Educational field trips and

community service projects will be scheduled throughout the year to further encourage youth to learn beyond the physical walls of their school and the Boys & Girls Club.

While the focus schools for this proposal are Chamberlain and Chandler Elementary schools, all schools within GCS will be served by this grant. The focus schools were chosen due to their free/reduced lunch rate, school grade, and past attendance rates. The number of regularly attending participants (RAPs) will be concentrated more on students from these two schools than from the other five elementary schools within the district. However, as previously stated all seven schools will be included in all grant funded programming. The variety of STEAM programs will be offered by Boys & Girls Club employees as well as through contract specialists.

The 21CCLC program at BGCG will include programs designed to support and enrich the school day so that participants can increase their knowledge of subject matter including demonstrated increases in math and reading scores on standardized assessments. Participants will increase their knowledge of STEAM fields of study better preparing them for post high school employment.

BGCG will utilize team members, including former GCS teacher and paraprofessionals, to lead program structure keeping in line with state academic standards and 21 CCLC deliverables. Current GCS teachers and/or paraprofessionals will be invited to tutor those students most in need of support through a tutoring program at BGCG.

## **II. Program Qualification**

*Minimum criteria:* All youth to be served by a 21st Century Community Learning Center (21 CCLC) grant at Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG), will attend schools with at least 40% Free and Reduced Lunch (FRL) rate. Of the 7 elementary schools in the Goshen Community Schools (GCS) district all have a rate of at least 59% FRL. The primary schools of focus, Chamberlain and Chandler Elementary Schools, have rates of 83.7% and 75.4% respectively.

*Origin of Partnership:* There has been an ongoing partnership between BGCG and GCS for decades. Both entities work together for the betterment of students and the great community. The proximity of the Club to GCS's Chamberlain Elementary School, less than 2 blocks, further solidifies this partnership as both entities are also physically rooted in the neighborhood. GCS and BGCG have worked hand in hand to provide opportunities for students throughout the city. Through the dedicated partnership and years of trust built through combine efforts, GCS has worked with BGCG to provide test data allowing for the ability to show correlation between Club attendance, even specific program attendance, and increases in standardized test scores, such as Fast Bridge, among students who regularly attend BGCG, and more specifically those who attend specific academic enrichment programs. Further, GCS has continually provided transportation from their schools to the after-school program at Boys & Girls Club.

*Priority Area:* The 21CCLC program at BGCG will focus on STEAM programs. Due to the heavy reliance on manufacturing in Elkhart County, the STEAM priority will allow BGCG and collaborators to provide additional resources and opportunities to students. With the

understanding that manufacturing continues to undergo rapid change, it is imperative that youth learn the necessary skills to adapt to such changes. In collaboration with local partners and the school system, BGCG staff members will be provided a wide variety of opportunities to attend professional development sessions to better instruct participants in STEAM curricula, more effectively engage participants and their families, and provide meaningful programming.

### III. Priority Points

This application to the 21<sup>st</sup> Century Learning Center (CCLC) initiative is being submitted by Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG) in partnership with Goshen Community Schools (GCS) and Horizon Education Alliance (HEA)/Goshen College (GC). Both partners have worked closely with BGCG during recent years to provide quality, afterschool education and youth development programming for the students.

Currently the Goshen site of BGCG is not operating any 21<sup>st</sup> CCLC programs, nor are any being offered within the city of Goshen.

Regarding *organization priority points*, every school exceeds IDOE’s free/reduced price lunch eligibility threshold of 40%. Please refer to the chart below for additional information:

School	Free/Reduced Lunch Rate	Title One School
Chandler Elementary	73%	Yes; C
Chamberlain Elementary	80%	Yes; C
Model Elementary	65%	Yes, C
Parkside Elementary	60%	Yes, A
Prairie View Elementary	59%	Yes, B
Waterford Elementary	70%	Yes, C
West Goshen Elementary	75%	Yes, A

The *programming priority area* selected for the CCLC initiative is STEAM for elementary aged students. Programs will focus on elementary age students, providing them the background knowledge they need to have confidence in STEAM fields, participants will also be provided with academic support and enrichment in core subjects. Further, participants will have opportunity to participate in programming supporting healthy lifestyles, career exploration, and social-emotional learning.

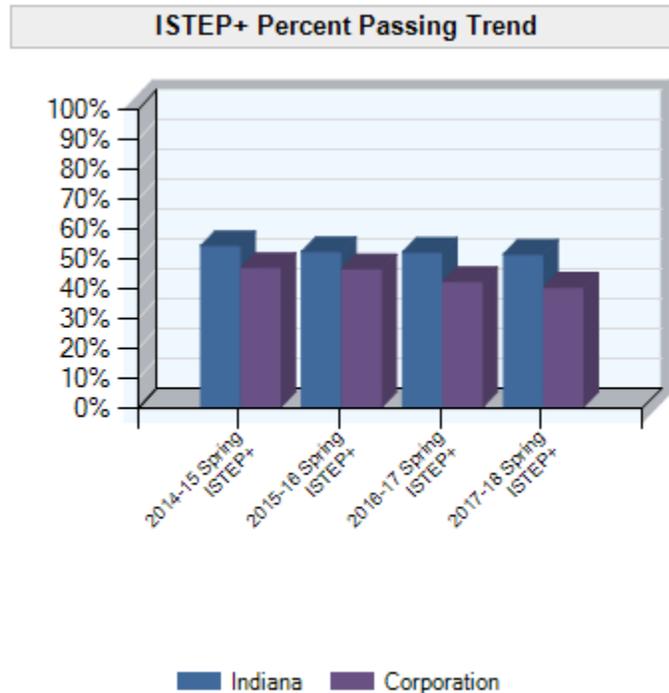
#### **IV. Need for Project**

Elkhart County remains one of the most heavily manufacturing oriented economies in the country, over 43% of the county's employed persons are employed in manufacturing occupations whereas in the state of Indiana the rate is only 12%. These industries are characterized by the existence of unskilled/semi-skilled jobs. For the families that reside in Goshen and the surrounding areas, this means:

- Goshen is extraordinarily sensitive to extreme swings in employment and unemployment. During the 2008-2009 recession unemployment numbers soared to 20%, while prior to the COVID-19 pandemic the rates remained incredibly low sometimes falling below 3%.
- The economy does not encourage or demand that workers pursue educational excellence and advance vocational skills.
- Goshen is characterized by vocational and social uncertainty, instability and unforeseen change.
- Elkhart County families and children face challenges to their educational, economic, and social development and wellness.

*Data evidence* presented below, has been collected from various sources including the Indiana Department of Education (<https://inview.doe.in.gov/>), Annie E. Casey Foundation, and US Census. Data clearly demonstrates the need for continued, expanded and enhanced afterschool services described in this narrative. GCS students, including the proposed CCLC program participants, are not performing as well academically as their peers. Below are the ISTEP+ results detailing students in GCS are scoring lower than other students throughout the state.

While the ISTEP+ exam is no longer used as the standardized test in Indiana, it is the last exam regularly given with an available set of comparable data available over multiple years.



According to the new ILEARN performance data from 2019, only 43.2% of GCS students in 3<sup>rd</sup> – 8<sup>th</sup> grades were considered passing for ELA, while the state average was 48.9%.

Similarly, 44.2% of GCS students received a passing score on the math portion of the ILEARN assessment, in comparison with 48.7% statewide. Economically disadvantaged students had passing rates of only 36% and 36.3% respectively. One can extrapolate that due to the high percentage of economically disadvantaged youth who attend the BGCG program, passing rate is lower for BGCG member's than it is for GCS as a whole.

Beyond academic testing data, further student demographic data has been compiled in the chart below. GCS has a significant minority population, including a high percentage of English Language Learners. Chandler and Chamberlain Elementary Schools, the two schools

where the highest concentration of RAPs for the CCLC program attend have the highest rates of economically disadvantaged students, while Chamberlain also houses the largest percentage of English language learners of all elementary schools in the district.

	<b>Chandler</b>	<b>Chamberlain</b>	<b>Model</b>	<b>Parkside</b>	<b>Prairie View</b>	<b>Waterford</b>	<b>West Goshen</b>	<b>GCS</b>
<b>Economically Disadvantaged Students</b>	75.4%	83.7%	60.2%	60.9%	52.5%	61%	71.8%	62.9%
<b>English Learners</b>	33.1%	47.6%	36.2%	26.4%	25.6%	45.2%	41.2%	26.7%
<b>Students with Disabilities</b>	11.3%	13.7%	13.3%	13.3%	15.3%	9.8%	14.4%	12.2%
<b>Asian</b>	1.1%	0%	1.4%	1.7%	1.6%	2.9%	0.8%	1.3%
<b>Black</b>	2.5%	4.2%	3.6%	2%	2.5%	2.3%	1.4%	2.8%
<b>Hawaiian or Pacific Islander</b>	0%	0%	0%	0	0%	0%	0%	0%
<b>Latino/a</b>	53.9%	62.5%	52.4%	39.4	47.6%	56.6%	57.6%	54.5%
<b>Multi-Racial</b>	4.1%	4.52%	3%	4.1	3.5%	3.7%	5.1%	3.7%
<b>Native American</b>	0%	0.3%	0%	0%	0.2%	0.2%	0%	0.1%
<b>White</b>	38.4%	28.7%	39.5%	52.8	44.5%	34.4%	35%	37.6%

Students who are not attending school regularly are not able to benefit from the expertise, academic instruction, and scholastic support available during the school day. GCS schools have an average chronic absenteeism rate of 17.9%, which is much higher than the state average of 13.7%. In each reported attendance category, as tracked by the Indiana Department of Education, GCS students fall below the average rate for the state, meaning GCS students are less likely to be in school and engaged in the learning process. In addition to attendance rates, discipline data must also be considered. The GCS district has an in-school

suspension rate of 6.3% compared to the state average of 4.8%, and an out-of-school suspension rate of 6.0% compared with 6.3% for the state. The majority of suspensions and safety/disciplinary incidents are taking place at the middle and high schools. The table below details the suspension and absenteeism rates at each of the seven district elementary schools. At the seven elementary schools within the district the total suspension rate is 3.1%, however at Chamberlain Elementary, one of the named focus schools, the rate is 5.8%. Additionally, the data shows that Chamberlain Elementary, the second of the CCLC focus schools, is the elementary school with the highest absenteeism rate. All told, these rates provide further evidence in support of the project. With consistent intervention at an earlier age, students will be more likely to maintain good attendance and attitudes toward school.

	<b>Safety &amp; Disciplinary incidents</b>	<b>In School Suspensions</b> (state average 4.8%)	<b>Out of School Suspensions</b> (state average 6.3%)	<b>Chronic Absenteeism</b> (State average 13.7%)
<b>Chandler</b>	77	5.8%	4.5%	5.9%
<b>Chamberlain</b>	17	1.4%	1.6%	16.1%
<b>Model</b>	34	0.9%	2.7%	9.3%
<b>Parkside</b>	22	1.3%	2.7%	8.4%
<b>Prairie View*</b>	71	3.3%	3.5%	10.3%
<b>Waterford</b>	3	0.4%	0.2%	10.4%
<b>West Goshen</b>	2	0.5%	0%	8.1%

*\*Prairie View Elementary houses the district's special needs classrooms, including the Emotional disability class, resulting in higher counts of incidents.*

*Current programing* at BGCEC includes homework help and educational enrichment activities, including a variety of STEAM activities for members who choose to participate. During the afterschool program, activities in social recreation, healthy lifestyles, the arts, character and leadership development, and career exploration are also offered. Other programs located

throughout the city are fee-based and offered only to children elementary school and younger.

These programs include KidsCare, housed at Chandler elementary school, and Growing Kids Learning Center located on the far northwest side of the city. While both programs provide educational enrichment activities, neither provides the extent of program that is found at BGCG.

*Enhance or Expand:* The proposed 21CCLC grant will expand current out-of-school time programs for youth at the schools being served. Currently, 40 of youth are being served at BGC Goshen in the ECoSistema program. This will be expanded to 50 should the grant be awarded. In addition, STEAM programming available to elementary members will be expanded and enhanced. There is a strong desire to expand programming to include coding and engineering as would be experienced in the FIRST Lego League (FLL) curriculum. With the support of a CCLC grant, BGCG would seek to enroll at least one team into the FLL program and compete at the local level in a sanctioned tournament. Additional coding programs would be made available outside of the FLL program. The “Art on the Edge” program is a self-guided art exploration program for youth who have a demonstrated desire to work on specific media. Through this grant the program would be enhanced to include additional media opportunities such as pottery, additional field trip opportunities to visit local artists and museums, and woodworking. Starfish tutoring is program where specific youth in need of targeted academic support meet with a tutor in a small group or one-on-one to support the identified needs. The 21CCLC grant will support the expansion of the program to better serve more youth in need of targeted academic support.

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<b>Program Name</b>	<b>Schedule</b>	<b># Youth Currently Served</b>	<b># Proposed</b>	<b>Expand/Enhance</b>
ECoSistema	2 times/week	40	50	Expand
FIRST Lego League	1 time/week	0	12	Expand
Coding program	2 times/week	0	15	Expand
Art on the Edge	1 time/week	10	10	Enhance
Starfish Tutoring	2 times/week	15	25	Expand

*Identified Needs:* The identified needs for expanding STEAM programming at BGCG were the result of conversations with local stakeholders including parents, members, community leaders, and members of the GCS community. The economy of Elkhart County is dependent on the manufacturing sector. As this sector continues to adapt to ever changing technology, the need for workers who have the necessary knowledge to write and resolve computer code and are technologically adept grows exponentially.

## **V. Partnerships**

*Project Collaboration:* The CCLC program at BGCG will work with local partners to increase the effectiveness of the program. Several partners have been identified including Horizon Education Alliance (HEA) and Goshen College (GC), ETHOS Inc., a local science innovation center, and Goshen Community Schools, the local school corporation. The partnerships with HEA/GC will provide for expansion of the ECoSistema program, a highly engaging program which has a proven track record with BGCG members through previous program offerings. Additionally, program offerings leveraging 21CCLC funding will be made available by ETHOS, Inc. allowing BGC to strengthen specific STEAM offering in robotics and coding fields. Contributions from GCS will include both CCLC funded and in-kind collaborations. Previous collaborations, such as after school transportation and professional development support will remain in-kind however newly incurred expenses directly related to the 21CCLC program, such as evening transportation would be an expense paid by grant funds. In addition to external collaborations, BGC will leverage existing programs to fully meet the needs of participants. This includes food service options for snacks and dinners through the Child and Adult Food Care Program (CACFP) and the Summer Food Service Program (SFSP). Both programs are managed in house. A mentoring program through the Office of Juvenile Justice and Delinquency Prevention (OJJDP) will also be offered to qualifying 21CCLC participants.

*Identifying Partners:* The process to identify specific partners for the project took into account existing relationships, availability of partners, previous successes and failures, and needs of the overall program. Goshen Community Schools (GCS) is a significant partner to this project. Through the existing relationship with GCS, BGCG has been able to secure

transportation for program participants from school to the Boys & Girls Clubs facility. The school system has also agreed to share necessary data required by IDOE for 21CCLC reporting and measurement purposes, as well as provide professional development support and opportunities for BGCG team members. Leadership team members from both organizations have met on multiple occasions to discuss the needs and requirements of the project as it relates to the school district.

Horizon Education Alliance (HEA) housed the El Sistema program in Elkhart County, locally called ECoSistema, for several years and has previously conducted the program at BGCG. Recently the program has moved and will now be housed by Goshen College (GC). In meeting with representatives from HEA/GC there was a desire to expand and enhance the current ECoSistema program to engage more youth. Goshen College will serve as a contract partner to deliver program services to 21CCLC participants via the established program structure. El Sistema is a global movement which began in Venezuela using music to affect social change. The program model is, “nationally recognized as a validated intervention for youth empowerment and development through music education.” (<https://elsistemausa.org/about/>). Many of the values of the El Sistema program, including equity, empowerment, excellence impact, sustainability, and community, fall in line with the goals and values of Boys & Girls Clubs. Similarly, these tenants create an environment where youth can thrive thus increasing their desire to do well in other aspects including academics and attendance.

*Volunteers:* When appropriate volunteers will support BGCG staff members and program partners in the CCLC program. Prior to any time spent with participants volunteers will be required to pass a background check as is company policy. Often volunteers have

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knowledge or a passion about a specific subject which allows them to better explain a specific concept. Ideally, volunteers will be leveraged to fill knowledge gaps that may be present within the BGCEC staff team. Participants will gain a fuller understanding of STEAM concepts with the support of knowledgeable volunteers who are willing to share their time and talent.

## VI. Program Design

With additional support from the Indiana Department of Education (IDOE), Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG) will offer expanded daily learning and developmental opportunities for Goshen Community School (GCS) students at the BGCG to:

- Be provided opportunities to learn about a variety of employment options in STEAM field by way of career speakers, field trips, and presentations
- Participate in extended instructional days, receiving supplemental academic instruction, guidance, and support, which will lead to academic success
- Participate in a variety of youth development activities
- Learn the importance of civic engagement through community service projects

*Recruitment Criteria:* BGCG will work with GCS leadership and classroom teachers to identify students most in need of the 21CCLC program. Staff members of BGCG will also recruit program participants from students currently enrolled as members of BGCG. The tandem process will create a wider range of support for the youth most in need of services. Schools to be served by the 21CCLC program at BGCG, and anticipated Regularly Attending Participant (RAP) numbers are as follows:

School	RAP
Chamberlain Elementary	20
Chandler Elementary	15
Model Elementary	20
Parkside Elementary	5
Prairie View Elementary	5
Waterford Elementary	5
West Goshen Elementary	10

Students at Chamberlain and Chandler elementary schools are targeted at a higher rate due to their proximity to the BGCG physical location as well as their higher rate of economically disadvantaged students as previously referenced. Students from other GCS schools will be recruited for the project as well, but at a lower rate due to the other schools demonstrating a smaller need.

*Community Data:* It has been previously noted that GCS students have a high rate of free/reduced lunch recipients throughout the school corporation. Data from the American Community Survey, available on <https://data.census.gov/>, shows higher poverty rates and lower rates of educational attainment within the city of Goshen than in the state of Indiana or nationally across the United States. This information, detailed in the chart below, provides further evidence of the need for expanded educationally enriching programs within the City of Goshen. With lower education, manufacturing and minimum wage jobs are the main income source for local families. We believe it to be quite clear that children and youth in GCS are growing up in conditions that are severely stressed academically, with all associated ramifications. By focusing on STEAM programs and activities over the next four years this data can slowly be changed to include less poverty and higher rates of post-high school degrees.

	City of Goshen	Indiana Average	National Average
Persons under 18 living in poverty	22%	18%	18%
Residents with less than a High School diploma (or equivalent)	16.4%	11.8%	11.7%
Residents with a High School diploma (or equivalent)	31.5%	34.7%	28%
Residents with a Bachelor's degree, or higher	25.2%	26.4%	31.9%

*Parental Involvement:* While the program focus lies primarily on the academic supports for children, specifically in the STEAM fields, services will also be offered to families, including opportunities to:

- Participate in the aforementioned programs and activities along with their children/sibling, strengthening family connections and relationships
- Participate in individual/family developmental programming such as adult education, ESL, career consultation, parenting skills training
- Participate in regularly occurring family focused events promoting literacy, positive family relationships, and STEAM activities.

*Snack and/or Meals:* BGCG has participated as an independent site for the Child and Adult Care Food Program (CACFP) during the school year and the Summer Food Service Program (SFSP) during the summer months for 18 years. All 21CCLC attendees at the BGCG program will be offered a meal and/or snack each day. The café manager adheres to all IDOE and USDA policies regarding food service and meal/snack content. Both CACFP and SFSP are fully funded via program reimbursements and general operating funds.

*Weekly Schedule:* As detailed in the schedules below, each week 21CCLC participants at the proposed BGCG program will be offered a variety of academic enrichment programs. This will include specific support in teacher assigned homework as needed, literacy activities, STEAM activities and specific interest based, STEAM focused small groups. While help on assigned homework is not necessary during summers or intersessions, 21CCLC participants will continue to be supported with similar activities such as the “Summer Brain Gain” program

which provides a wide variety of lessons in literacy, STEM, and SEL topics. Specific enrichment programs will change dependent on the season and demonstrated need of 21CCLC participants.

### Afterschool Program Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:30	Snack Homework Time	Snack/ Homework Time	Snack/ Homework Time	Snack/ Homework Time	Snack/ Homework Time Art on the Edge
3:30-4:00	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	Art on the Edge
4:00-4:30	Starfish Tutoring Literacy	Starfish Tutoring Math	Starfish Tutoring Literacy	Starfish Tutoring Math	Starfish Tutoring Individual
4:30-5:00					
5:00-5:30	Coding Club ECoSistema Crescendo Orch	Lego League ECoSistema Crescendo Orch.	Coding Club ECoSistema Crescendo Orch	Lego League ECoSistema Crescendo Orch	Robotics EcoSistema Private Lessons
5:30-6:00					
6:00-6:30	EcoSistema Presto Orch	EcoSistema Presto Orch.	EcoSistema Presto Orch	EcoSistema Presto Orch	EcoSistema Private Lessons
6:30-7:00					

### Summer/Intersession Program Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
10 – 11:00 am	Summer Brain Gain - Reading	Summer Brain Gain - Reading			
11:00 – 12:00 pm	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	EcoSistema Song Circle/ Rhythm	Art on the Edge
12 – 1:00 pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:00 pm	Summer Brain Gain - Math	Summer Brain Gain - Math			
2:00 – 3:00 pm	Coding Club	Lego League	Coding Club	Lego League	Robotics
3:00 – 4:00 pm	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles
4:00 – 5:00 pm	Art club Social Recreation	Art club Social Recreation	Art club Social Recreation	Art club Social Recreation	Art club Social Recreation
5:00 – 6:00 pm					

*Alignments to Standards:* Program activities described and outlined will adhere to Indiana Academic Standards and Indiana Afterschool Standards.

**BGC Program Activities Aligned to IN After School and IN Academic Standards**

Activity	Activity Description	Align to IN Afterschool Standards	Alignment to IN Academic Standards
STEAM Activities	<p>Small group and club activities including Lego League, Robotics, 3-D Printing, Coding Club will be offered by BGC staff members and/or in partnership with local field experts. Guest speakers are invited to share about their careers (pilot, engineer, etc)</p>	<p>1a. The STEM program encourages youth to discover, explore, experiment and take learning risks                      1b. The STEM activity space feels different than school (e.g. youth can sit at workstations or on carpet pieces)                      3a. The program collaborates with schools to share STEM resources and expertise (GCS)                      3b. The program partners and connects with STEM-rich institutions (e.g. museums, libraries, science centers, and STEM education organizations)                      5b. Activities are collaborative and use a team-based approach:                      5d. Activities connect to the interests, experiences, and cultures of youth participants                      6g. Youth have opportunities to learn about and explore STEM careers.</p>	<p>3-5.CD.4 Recognize that computers model intelligent behavior (as found in robotics, speech and language recognition, and computer animation).                      6-8.CD.4 Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).</p>

<p>Power Hour! (homework support) and Starfish (one-on-one tutoring program)</p>	<p>A safe, supportive and productive time for students to receive assistance in completing their homework.</p>	<p>13a. Programs have scheduled times and quiet places for academic support and homework completion:</p>	<p>Teacher assigned student homework is aligned to Indiana’s content standards and engages students in order to promote deeper learning and retention.                      3-5.PA.1 Use technology resources (e.g., calculators, data collection probes, mobile devices, videos, educational software, and web tools) for problem-solving and self-directed learning, and general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, facilitate learning, and individual/collaborative writing, communication, and publishing activities.</p>
<p>Arts &amp; Crafts, Drama</p>	<p>Variety of activities that give youth a chance to embrace their artistic side.                      Interest-based small groups using the TAB (Teaching Artistic Behaviors) which allows members to work as a part of a team and develop a written plan before beginning the creating process.</p>	<p>16b. There are regular opportunities for creative arts and dramatic play.                      6f. STEM activities include a variety of subject areas (e.g. reading, writing, and art):</p>	<p>VA:Cr1.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity                      TH:Cr.1.1.3 Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a theatrical work.</p>
<p>Organized Group Games and Social Recreation</p>	<p>Activities that enhance students’ motivation to learn, pay attention and participate in tasks focused on being a part</p>	<p>12c. Children/youth can use a variety of equipment and games for both active and quiet play</p>	<p>PE:3 Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a</p>

	of a team as well as taking responsibility for their own learning or actions	16a. There are regular opportunities for active, physical play	health-enhancing level of physical activity and fitness.
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*Staff Recruitment and Retention:* BGCG will work with the organization’s Human Resources department to ensure 21CCLC program staff are representative of the cultural, linguistic, and racial makeup of participants insomuch as legally allowable. At current, a licensed, former GCS teacher will serve as the Site Coordinator for the program. The BGCG works diligently to ensure there is always at least one bilingual (English/Spanish) staff member due to the high percentage of Latinx Club members. Staff members are paid according to the Boys & Girls Clubs of Elkhart County salary administration plan and those regularly employed at over thirty (30) hours per week are eligible for health insurance benefits.

As is BGCG policy, all staff members must attend an orientation session where information regarding history, policies, and procedures of the organization are covered. Trainings in medical First Aid and CPR, program basics, child abuse and neglect, Youth Mental Health First Aid, and other social-emotional learning topics are provided to all BGCG employees. For those working specifically with 21CCLC program participants many of these trainings will be mandatory. Other professional development opportunities provided to 21CCLC staff members include trainings specific to the STEAM curricula being implemented, leadership development, youth development, and mentoring. Finally, BGCG will attend all trainings and professional development opportunities required by IDOE’s 21CCLC program.

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Regarding compensation for 21CCLC employees working at BGCG, the salary administration schedule of Boys & Girls Clubs of Elkhart County will be followed. The Human Resource department has worked to keep BGCG pay rates in line with surrounding employers and other youth serving agencies. The chart below details the positions which will be employed by the grant and the full salary for each position. Only specialized program assistants would be paid in full by 21CCLC funds all others would only be partially funded through the 21CCLC grant.

<b>Position Title</b>	<b>Rate of Pay</b>
Program Director	\$65,000
Site Coordinator	\$38,000
Arts Coordinator	\$36,000
Program Assistant – specialized	\$25/hour for licensed teachers
Program Assistant – general	\$10 – 15/hour, depending on full scope of position and education qualifications

## **VII. EVIDENCE OF PREVIOUS SUCCESS**

The Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG) has been in operation since 1956. The program has remained located on the north side of Goshen, one of the most consistently economically depressed neighborhoods of the city. Through these 60 years the BGCG facility has undergone multiple capital campaigns to increase square footage and capacity to best serve the growing need within the entire Goshen community. At current, BGCG consistently has 1,000 Club members and serves over 2,500 youth each year through the scope of the after-school program, summer programs, recreational sports leagues, 4-H Clubs, and other community outreach events. Further, during a typical school year BGC serves an average of 300 youth each day through the after-school program.

Students for the 21CCLC program will be recruited from current Club members as well as from GCS schools, with a focus on students who demonstrate a need for academic intervention as well as a commitment to their personal growth and willingness to participate. BGCG staff members will work hand in hand with GCS teachers and leadership to target program participants and provide appropriate academic supports in identified areas of need. The partnership between the GCS and BGCG is paramount to the 21CCLC program providing the best possible outcomes for participants.

During previous academic years BGCG has shown to be successful in providing targeted academic support. Using data provided by GCS regarding the NWEA assessment metrics demonstrating growth from fall to spring were as follows: 90% of members made growth in reading, 97% made growth in math, and 90% made growth in Language Arts. Also evaluated was

the number of students who began the academic year on grade or above grade level, comparing scores again at the end of the year. In Reading, 43.8% of our elementary BGCG members tested on or above grade-level in the Fall, and by the end of the year 49% of our members were on or above grade-level. In Math, the fall had 48.6% of our members testing on or above grade-level and ended the year with 54.4% of our members testing on or above grade-level. This means elementary members demonstrated roughly a 5% increase in Reading and nearly 6% increase of members testing on or above grade-level in Math. These measurements provide evidence of previous success for the basic academic support programs provided at BGCG and demonstrate need ongoing, expanded programing through a 21CCLC program.

### **VIII. Program Implementation**

*Evidence Based Programming:* BGCG will implement a variety of programs across several areas as a part of the proposed 21CCLC program. The internationally renowned El Sistema program, locally called ECoSistema, will be implemented. The program teaches youth to play an instrument, read music, and become a better part of their community. Previous ECoSistema members have indicated that participation in the program gave them more self-confidence and helped them do better in school. Project Learn reinforces the skills and knowledge children learn at school during the hours they spend at the Club. This program strategy is based on research showing that students do better in school when they spend their non-school hours engaged in fun and academically beneficial activities. While Project Learn is not a curriculum or a stand-alone program, it is a comprehensive strategy that incorporates every area of the Club creating an environment where each activity can be a learning experience through high-yield learning activities. Project Learn also emphasizes parent/family involvement and collaboration between Club and school professionals as critical factors in creating the best after-school learning environment. The IM Healthy program, through the Michael Phelps foundation, will also be offered to all 21CCLC participants at BGCG. IM Healthy teaches participants the basics of healthy living including eating right, emotional wellness, and physical activity.

*Table below:* In the table below objectives, activities, performance measures, and assessment strategies for each proposed CCLC goal are listed.

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*Table below:* In the table below objectives, activities, performance measures, and assessment strategies for each proposed CCLC goal are listed.

*Goals, Objectives, Performance Measures, Activities, and Assessment*

<i>Program Goals</i>	<i>Program Objectives</i>	<i>Program Activities</i>	<i>Performance Measures</i>	<i>Assessment Strategies</i>
1. Improve Academic Performance	1.1) Increase reading comprehension achievement among regular participants	1.1) Reading activities, including STRIDE Academy	1.1.A) 70% of 1st-5th grade regularly participating students will on-track to be successful or improving from fall to spring in reading on the FastBridge Assessment. 1.1.B) 70% of 1st-5th grade regularly participating students will earn a grade of 3 or above or improve their reading grade from fall to spring 2021 - 2025.	1.1.A) FastBridge scores  1.1.B) Report Card Grades
	1.2) Increase mathematics achievement among regular participants	1.2) Math activities, including	1.2.A) 70% of 1st-5th grade regularly participating students will on-track to be successful or improving from fall to spring in math on the FastBridge Assessment 1.2.B.) 70% of 1st-5th grade regularly participating students will earn a grade of 3 or above or improve their math grade from fall to spring 2021 - 2025.	1.2.A) FastBridge scores  1.2.B) Report Card grades
	1.3) Increase academic achievement	1.3) Academic enrichment learning activities	1.3.A) 70% of 1st-5th grade participating students will continue to regularly turn in their homework or improve how often	1.3) Required teacher surveys

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			they turn in their homework from fall to spring.	
2) Social/ Behavioral Outcomes	<p>2.1) Improve interpersonal relationships</p> <p>2.2) Reduce discipline referrals for regular participants</p> <p>2.3) Reduce absenteeism for regular 21CCLC participants</p>	<p>2.1) Character building related activities</p> <p>2.1) IM Healthy Program activities</p>	<p>2.1) 70% of 21CCLC regular participants will maintain an excellent relationship or improve how well they get along with other students as reported by their teachers.</p> <p>2.2) 75% of 21CCLC regular participants will have no in-school suspensions during the school year</p> <p>2.3) 75% of 21CCLC regular participants will have less than 10 days absent during the school year</p>	<p>2.1) End of year Teacher surveys</p> <p>2.2) School suspension records</p> <p>2.3) school attendance data</p>
3. Family Engagement Outcomes	3.1) Increase parent engagement in literacy activities	<p>3.1.A) Quarterly Family Nights</p> <p>3.1.B) Workshops on Parenting strategies</p> <p>3.1.C) Emphasis on family education and</p>	3.1) 70% of regular 21CCLC participants will have parent/guardians report reading to their child at least one time per week	3.1) Parent Survey

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	3.2) Improve communication between the school and parents to assist parents with navigating their child's education	resources provided  3.2.A) Regular meetings with parents of 21CCLC participants and school personnel	3.2) 50% of regularly participating students will have parent(s) that attend at least one parent/teacher conference during the school year	3.2) teacher survey
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Curricula that will be used during the afterschool hours is included in the chart below. All curricula are aligned with the state standards for educational programs and are specifically designed to be used during the afterschool hours to enhance school day activities.

<i>Curriculum</i>	<i>Description</i>	<i>Grades</i>
SPARK	Programming that promote lifelong wellness	1-5
STRIDE Academy	Internet based adaptive learning technology which adjusts an individual student's tasks to meet their ability level. <a href="https://www.fueleducation.com/curriculum/curriculum-focus/intervention-remediation/stride.html">https://www.fueleducation.com/curriculum/curriculum-focus/intervention-remediation/stride.html</a>	1-5

A *Weekly Schedule* is provided to all participants and their families in order to promote activities and to allow for families to plan for program hours and days.

<i>Hours &amp; Weeks of 21CCLC Program Operation for Students &amp; Families</i>			
<i>School Year Hours Per Day</i>			
	After School	Weekend Days	Evenings
Hours with Students	4	0	1
Hours with Family	0	0	1
# of Days per Week	5	0	5
# of Weeks	40	0	40
Total Program Hours	600	0	200

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<i>Summer Hours Per Day</i>			
	Week Days	Weekend Days	Evenings
Hours with Students	8	0	0
Hours with Family	1	0	0
# of Days per Week	5	0	0
# of Weeks	6	0	0
Total Program Hours	240	0	0

## **IX. Program Communication**

*Communication Plan:* Staff members of the proposed 21CCLC program at BGCG will be in regular communication with GCS leadership and classroom teachers. Currently one of the GCS assistant superintendents, Dr. Alan Metcalfe, sits on the Unit board of the BGCG Unit. Dr. Metcalfe has continually supported the work of BGCG and has agreed to continue to be a liaison between GCS and BGCG. With this established partnership as well as the long standing relationship between BGCG and GCS, 21CCLC staff members will have the support necessary to create and maintain regular communication with 21CCLC participant classroom teachers and principals, as well as continuing to build the relationship with the school system. Feedback from school staff will be crucial to gauging the success of the 21CCLC program.

21CCLC staff and the independent evaluator will work with GCS leadership and classroom teachers to access appropriate academic data to monitor 21CCLC objectives while following FERPA regulations. GCS has agreed to allow BGCG access to student information through their digital platform. This allows staff members to better see which members need academic intervention and in what areas intervention is required. 21CCLC staff members will use this data to best align the after-school programs to support participants in their academic endeavors. Information will be shared between school teachers and after school staff members to create a ‘wrap around’ approach to support the students with the greatest need for support. Communication may include phone calls, emails, site visits, etc.

Community stakeholders will be made aware of 21CCLC programs and offerings through the Boys & Girls Clubs of Elkhart County social media sites and website, the GCS website, as well as program partners as appropriate. Information posted will include weekly schedules,

how and where to apply to be part of the program, program location and hours of operation, including intercession hours as available.

Participant families will be invited to take part in a variety of family events with BGCG. Weekly schedules will be made available to parents both as listed previously regarding community stakeholders and well as by printed copy available at the BGCG facility. For special events 21CCLC participant families may receive a phone call with information regarding events. All communications will be made available in English and Spanish.

*21<sup>st</sup> CCLC Terminology:* All program and marketing materials, both digital and print will contain the required 21CCLC logo. This will be done by early and frequent communication with the Boys & Girls Clubs of Elkhart County marketing department to ensure the correct logo and design requirements are available and are placed on materials as required.

**X. Professional Development**

BGCG offers high quality afterschool youth development programs for children.

Typically, those services are provided by trained BGCEC personnel. These youth development professionals have proven themselves to be effective in their roles, and BGCG has been able to demonstrate significant improvements in Club members' knowledge and behaviors. Staff members range in the amount of education from college degrees, some college education, high school graduates and high school students. All BGCG staff are credentialed to most effectively work with the students we serve.

The BGCG highly values our dedicated staff. They will continue to offer various enriching, youth development services. However, they do not possess the expertise that is required for all activities of the 21CCLC initiative. We realize the great merit and benefits of these programs on the students of GCS. As such, BGCG will provide opportunity for program staff to attend professional development trainings focusing on STEAM, social-emotional learning, literacy, trauma informed care, college & career readiness. Many of these opportunities will be available through various community partners such as Child and Parent Services (CAPS), Oaklawn, Partnership for Children (PFC), GCS, Boys & Girls Clubs of America (BGCA), and The Source. BGCG will also ensure program coordinators and the program director to have the flexibility to attend not only the 21CCLC required trainings, but also additional trainings as are appropriate to support the success of the 21CCLC program at the Goshen Club.

*Professional Development Plan* included in this application details specific seminars, trainings, and development opportunities which be available to staff members as appropriate.

Below is a summary of non-21CCLC professional development activities which support the effective and efficient implementation of these curricula.

*Assessment:* Considering the type and level of education as well as the length of time spent working in an afterschool setting, the needs of all staff members will be assessed. While the program director and coordinators will receive more in-depth, intentional professional development with regards to the 21CCLC program and STEAM concepts, all staff members who come in contact with 21CCLC participants will take part in a large variety of professional development opportunities. Staff members may be surveyed to better understand where deficits in training lie and to better understand the interest and needs of the team. Once the program director and coordinators have an understanding of the full scope of needs of the staff, they will assign appropriate trainings to allow for the most successful program implementation by all staff members.

*Staff Plans:* A variety of professional development opportunities will support all BGCG team members in gaining the knowledge needed to provide exceptional CCLC programming to the GCS students they serve as well as meet the 21CCLC program requirements. Due to the scope of the BGCG program, professional development opportunities will have a broad range in order to support the best outcomes for all participants. Professional development opportunities for team members tasked with implementation of specific STEAM focused programs for 21CCLC, will include specific conferences and trainings on STEAM themes and program delivery as well as all IDOE 21CCLC required conferences. Staff members who are in daily contact with 21CCLC students in broader BGCG program capacities must also be versed in the academic and social-emotional needs of the students being served. To this end while the focus of trainings will be

for those directly implementing the priority programming, all BGCG staff members will benefit from the professional opportunities, most specifically those held locally minimizing travel expenses, in order to best provide services to the students in the program. All team members, as they are able, will be trained in First Aid and CPR.

*Enhancing Quality:* BGCG will use the professional development plan to engage program staff to consider possible program delivery options so that 21CCLC program goals and objectives will be met. In order to reach the best possible outcomes for 21CCLC participants, staff members must be well versed not only in program content and delivery, but also in other needs of youth, including social-emotional health, mental health, active lifestyles, etc. These needs were considered as the professional development plan was created. The entirety of the 21CCLC program will be enhanced as staff members are able to better provide for 21CCLC participants through offering a complete program to support the development of the individual, providing specific academic support and enrichment activities while also working with the youth to create well-rounded, self-sufficient individuals who value education and are able to positively contribute to society.



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

<b>Program Name</b>	Boys & Girls Clubs of Elkhart County
<b>Program Director</b>	Cristina Rheinheimer
<b>Dates of Implementation</b>	July 1, 2021 – June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	<a href="#">CYC Competency Alignment</a> (if applicable)
Local Policy and Procedures	Boys & Girls Clubs of Elkhart County	Improve knowledge of local program expectations	Improved consistency of quality programs and efficiency	Program Director– 1 Site Coordinator – 1 Front Line Staff – 15	2	\$408	BGC Operating budget	August 2021; ongoing	
Leadership Development	ULead	Improve team dynamics and communication skills	Improved efficiency of program operations	Program Director– 1 Site Coordinator – 1 Front Line Staff – 15	10	\$7,500	100% 21 <sup>st</sup> CCLC funding	August 2021	Professionalism
Program Development	ISAM	Fine Arts Professional Development	Higher quality program offerings	Art Coordinator - 1	16	\$750	100% 21 <sup>st</sup> CCLC funding		
Program Development	Boys & Girls Clubs of America	Program development, implementation	Improved quality of programs Improved	Program Director– 1 Site Coordinator – 1 Front Line Staff – 15	4	\$816	BGC operating budget	ongoing	
Program Development	ETHOS	Increase knowledge of STEAM and Robotics	Increase STEAM program availability Increase knowledge of STEAM	Program Manager-1 Site Coordinator - 1	4	\$500	100% 21 <sup>st</sup> CCLC funding	Sept. 2021; ongoing	
FastBridge Assessment training	Goshen Community Schools	Increase knowledge of Fast Bridge assessment methodology	Increased correlation between after-school and school day	Program Manager – 1	4	\$0	In-kind	July 2021	



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

Diversity and Inclusion	The Source	Increase knowledge of diversity and inclusion practices in program delivery	Improve communication between staff members and children of color, improve diversity of program offerings	Program Director– 1 Site Coordinator – 1 Front Line Staff – 15	2	\$0	BGC operating budget	ongoing	
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### Professional Development Plan Cost:

Total Estimated Cost	\$9,135	% of Total Budget	5%
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## **XI. Evaluation**

*Evaluation Plan:* In order to accurately and efficiently evaluate the work it will be doing for the 21CCLC grant, BGCG will utilize an outcome and process evaluation. This allows the program to learn from its successes and failures from the year and to incorporate this knowledge into the following year's program plan. It also provides the opportunity to determine how current plans and activities are functioning and make improvements as needed. The planned evaluation 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 year of the grant progresses.

Data to be analyzed includes teacher assigned grades based on student classroom performance in math and reading/ELA. Grade information will be collected at the end of each school semester, at a minimum. Additionally, standardized test data from the Fast Bridge assessment will be gathered for evaluation purposes. Finally, student school attendance and suspensions will be provided to the evaluator to help determine impact on behaviors. BGCG will work with GCS and our independent evaluator to collect the information, following FERPA guidelines. The information will be input into the Cayen system, or the data management system chosen by IDOE for reporting purposes. Program attendance data will be collected daily by BGCG staff members. This information is recorded regularly by BGCG staff for all Club participants using the Youth Enrollment System (YES). Reports regarding general and program specific attendance of 21CCLC participants will be taken from YES, or from paper attendance sheets, and input in the Cayen system by a BGCG staff member at least weekly.

Information garnered from attendance and academic data will be used to provide guidance for future 21CCLC programs in scope, content, and scheduling so that overall 21CCLC program may have the greatest impact on participants. Attendance data will be used to provided required data regarding RAPs as well as to inform 21CCLC staff members regarding program schedules. If it is shown that attendance is better at a specific time or day staff members may adjust the 21CCLC schedule to coincide with these days and times. Likewise, using academic data from the school the 21CCLC staff members will be able to tailor program offerings to fit the specific enrichment needs of program participants. As an example, if data from the school shows that the majority of participants continue to struggle with ELA content, then the staff will work to infuse more ELA enrichment activities into the program schedule.

Formal teacher surveys will be conducted annually, or as is required by IDOE 21CCLC program guidelines. Data from these surveys will primarily focus on qualitative data surrounding participant work habits and attitudes. Analysis of said data will inform BGCEC staff members as to the efficacy of the 21CCLC program in changing attitudes of program participants regarding their education. Additional surveys more informal in nature will be conducted with program participants and parents to further asses program goals through the eyes of those taking part in the program activities.

Beyond participant specific data, the program team will utilize the IN-QPSA both to improve their understanding of the successes and gaps of the program, but also to better understand any need for additional professional development coursework. The IN-QPSA will be implemented each year to promote continuous improvement of the 21CCLC program at BGCG.

*Local Evaluator:* BGCG will partner with iEval, led by Dr. Wendy Tackett. Dr. Tackett serves as

the external evaluator for the current 21CCLC program at Boys & Girls Clubs of Elkhart County – Brady Center, located in Elkhart, Indiana. During the current cohort of the Elkhart program all evaluation data and reports have been submitted on time with reliable and valid data, defensible analysis of data, and steps for program improvements. iEval will work closely with the BGCG team to provide ongoing data interpretation and use for program improvements, making evaluation part of the way we do business. A formal, detailed evaluation report is provided in the summer of each year, which is then used to create presentations for school boards, governing boards of BGCG, teachers, parents, community members, and additional funding sources. The annual report includes yearly and longitudinal data around attendance, behavior, and academic outcomes; evidence of program quality based on program observations and interviews; progress towards objectives' and state reporting requirements. The formal evaluation report is also used throughout the year by program staff. Interim evaluation reports are provided 1. At the beginning of the year, focusing on summer programming and fall targeting, and 2. After the end of the first semester, tracking initial program impact and student data trends. iEval data analyses help BGCG 21CCLC staff target the highest need students, focusing on research-based risk predictors (e.g. attendance, behavior, academics), as well as understand the long-term impact our programs have on students, families, and the schools. iEval will continue to serve as our external evaluator during the duration of the next 4-year grant cycle.

*Strategies of Measurement:* The evaluation plan is based on the goals, objectives, and outcomes previously identified in this grant narrative, focusing on both program quality and outcomes (the table below lists the general outcomes). Quantitative and qualitative data

sources are triangulated for the more accurate and useful evaluation findings. Using all of the data sources and analyses mentioned below, the iEval team will guide the program manager and site coordinators through to strategically identify how to target time and resources for program improvement and impact based on data.

<i>Goal</i>	<i>Outcomes</i>	<i>Methodology</i>
Increase academic achievement	Improve reading/language arts grades, improve math grades, state standardized test scores in reading and math, teachers report improved classroom behavior, and teachers report improved homework completion & classroom participation	iEval collects student grades and state standardized test scores directly from the schools and program data from the Boys & Girls Club. iEval then conducts one-way ANOVAs and regression analyses to determine statistically significant differences between regular 21 <sup>st</sup> CCLC participants and nonparticipants and 21 <sup>st</sup> CCLC participants over time.
Increase student academic learning	Students report 21 <sup>st</sup> CCLC has helped them academically	iEval conducts qualitative studies (e.g., teacher interviews, case studies, Success Case Method, focus groups) and/or program observations (focused on program environment and implementation of curriculum).
Increase student learning in non-academic areas	Students report 21 <sup>st</sup> CCLC has helped them in non-academic areas	

It is anticipated the external evaluation team will help us understand the students we are serving and assist in identifying where to make adaptations based on the data to more efficiently and effectively impact the high need students. The solid connection between our programming and school success helps strengthen our bridges with the regular school day teachers and administrators, creating sustainable support for our programs.

The evaluation will be collaboration between all partners involved in the grant, including the evaluator, BGCG staff, and school administrators will share the responsibility of collecting the data. The iEval will be responsible for the following: 1. processing and analyzing data using a combination of Microsoft Excel, Microsoft Word, and various evaluation tools. 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 or by the due date set by IDOE, whichever is first. This will enable BGCEC to make program changes prior to the start of the next grant year. The following table and information outline the data collection process:

- Cayen will be utilized to supply information about grades, attendance, and discipline referrals for those with regular program attendance (45 days or more).
- Cayen will be utilized to analyze the state required teacher survey data. This survey asks about student academic improvement, as well as perceptions of subcategories within academics.

<i>Data to be Collected</i>	<i>What will be measured</i>	<i>When Collected</i>	<i>Source of Data</i>	<i>Who Collects &amp; Enters Data</i>	<i>Who Analyzes Data</i>
School and Program Attendance	Program Participation Rates	Each Semester	School and Program Records	Schools/ BGCEC staff	iEval
Reading/English and Math Grades	Measure Academic proficiency	Each Semester	Report Cards	Schools/ BGCEC staff	iEval
Acuity Assessment –Fast Bridge	Measure Academic proficiency	Fall, Winter, Spring	FastBridge reports	Schools/ BGCEC staff	iEval
Pre/Post Test – Reading Curricula	Measure Academic proficiency	Beginning and End of school year	Curricula pre/post test	Schools/ BGCEC staff	iEval
Pre/Post Test – Math Curricula	Measure Academic proficiency	Beginning and End of school year	Curricula pre/post test	Schools/ BGCEC staff	iEval
Teacher Surveys	Measure changes in behaviors and attitudes	Each Spring	Teacher Survey	Schools/ BGCEC staff	iEval
School Expulsions, Suspensions	Measure changes in behaviors and attitudes	Each Semester	School Records	Schools/ BGCEC staff	iEval
Parent Survey Feedback	Obtain information about the parent’s	Each Spring	Parent Survey	BGCEC staff	iEval
Student Focus Groups, Program Observations, Interviews	Obtain information about program efficacy and impact	Annually	Qualitative Data	BGCEC staff/iEval staff	iEval

## **XII. Safety and Transportation**

*Transportation to and from:* Prior to this application GCS has bused students from their school to BGCG for after-school program. Should BGCG be awarded the 21CCLC grant this relationship will continue. Currently a parent or assigned adult is responsible to pick up the student from the BGCG facility by the time the facility closes each program day. While this will remain a primary means of students leaving the program, additional services such as busing from BGCG to their home by way of a GCS bus or BGCG owned vehicles will be added to fulfill grant requirements.

The BGCG facility includes dedicated space for social recreation, a café, an art room, a computer lab, a kitchen, a full-service kitchen, appropriate audio-visual equipment, and dedicated space for homework assistance and academic enrichment. While these spaces will continue to be used to conduct regularly occurring Boys & Girls Club programming, they will also be fully available as needed by the 21CCLC program.

*Needs of Working Families:* Working families are supported by BGCG as the program at large is open until at least 6 PM for elementary school students and 8 PM for middle and high school students on school days. By and large on weekdays when school is not in session, BGCG is open from 10 am – 6 pm to provide programming for members; exceptions to this are major holidays. Transportation to the general Boys & Girls Club program, along with the 21CCLC program, will be provided from the school to the BGCG facility after school is dismissed for the day. This allows families to continue to work until the end of the day with the confidence of knowing their child(ren) is safe, cared for, has access to appropriate snacks and meals, and academic support as needed. Should this grant be awarded, 21CCLC participants will also be

afforded transportation home following program activities to further support working families and provide safe transport for youth.

*On-site safety:* The Boys & Girls Clubs of Elkhart County and Goshen Community Schools has a proven track record of safety. All sites require parents to be buzzed into the building with identification. Students are released to buses and parent pick-up under staff supervision.

Following the school day, transportation is provided to students by GCS transportation department following all safety standards from the school to Boys & Girls Club. Transportation of members on field trips or other necessary outings is done by properly licensed and insured BGCG staff members or a hired outside service, such as GCS transportation department or a commercial bus company, if the travel is more than is reasonable via a Club owned vehicle. All BGCG staff must meet all requirements for licensing before they are able to drive for any work-related purpose, including transportation of children. All staff has been thoroughly trained in topics of conflict management, problem resolution, and first aid, crisis management (fire drills, lockdowns, storm drills, and angry parents).

In addition to the safety and security of the school building, BGCG has an online database for checking children into its afterschool programming, all students are required to check in upon arrival at the program and check out once they depart the program. This allows staff and parents to know who is always in the building.

*Hiring Practices:* As is the standing policy of Boys & Girls Clubs of Elkhart County, applicants to the organization must meet minimum requirements including a high school diploma or equivalent, passing of a background check and drug test. Potential employees must complete a

pre-interview phone screening, interviews are requested and conducted by hiring managers, final approval of potential employees including rate of pay and official job offer is made by the Human Resources (HR) Department. For the 21CCLC program, should additional staff members be necessary to maintain appropriate ratios and/or conduct specific programs, specific requirements for the position will be given to the HR Department. At the time of the application a licensed, former GCS teacher will serve as the Program Director for the CCLC program at BGCG.

*Background Checks:* Hiring practices of Boys & Girls Clubs of Elkhart County include required background and driving checks for all employees, required proof of insurance for any individual who may drive a personal or company owned vehicle for any work related reason, fingerprints for employees as required by other grant programs. These practices have been put in place by human resource professionals, including Board members, stakeholders, and Club leadership. The practices are strictly followed under the direction of the Boys & Girls Clubs of Elkhart County HR Department and All personnel information is kept on file with said department.

Volunteers are required to successfully complete a criminal background check and driving check before they may begin to volunteer with youth in any capacity. Information regarding volunteer background checks is kept on file on site at each Clubhouse where the program volunteer will serve.

**XIII. Budget (additional form)**

The included budget outlines the expenditures for the 21CCLC program at Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG).

**XIV. Program Stability (2.5 points, 2 pages)**

Boys & Girls Clubs of Elkhart County – Goshen Unit (BGCG) will work in partnership with local schools, other community-based organization, volunteer groups, and stakeholder to ensure that STEAM programming is offered at BGCG in the absence of 21CCLC funding. As BGCG continues to expand and enhance current STEAM offerings and increase in capacity is expected. It is expected that as the 21CCLC program at BGCG moves through the next few years that community partnerships will be developed and expanded. These partnerships are a key to the sustainability and stability of the program.

As BGCG expands capacity and offers STEAM programming to more youth, funding will be made available through general operating dollars and other grant partnerships. When available and as appropriate, BGCG will leverage volunteers to support STEAM programs and work to mentor youth in STEAM fields.

Ideally in year one of the 21CCLC program more BGCG members will take part in the variety of STEAM programs to the extent that there is a demonstrated need for additional program spaces. The goal would be to increase capacity by 20% from year one to year two. This would positively impact the entirety of the BGCG program, specifically the sustainability of STEAM programs, as it would provide evidence supporting the need for 21CCLC staff members, program volunteers, and community stakeholders.

Extensive discussions were had with members of the BGCG governing Boards prior to pursuing additional 21CCLC funding. The governing bodies fully understand that:

- If awarded, grant funding will offset a small portion of existing BGCG expenses, and this, only to the degree that the staff perform new, grant-related functions

- That there is every expectation that the initiative will continue beyond the final year of grant funding.

The Boards of Directors fully understand these parameters and is committed to these premises. BGCG is a highly effective fundraiser. Membership to the BGCG costs each member only \$30.00 per year, however any child/family who cannot afford to pay is provided a scholarship. If every member paid these annual dues, the total amount raised would total approximately 3% of the organization's annual operating budget. Funding from all sources in 2019 was \$2.2 million for the Goshen Unit alone. Fundraising sources include the annual campaign, special fundraising events (golf outings, dinner auctions, and family events), endowment funds, and additional grants. The BGCG, with its initiative partners, is committed to generating the resources required to not only sustain this initiative, but to continually expand the program.



# 21<sup>ST</sup> CCLC

## APPLICATION CHECKLIST

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