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## APPLICATION COVER PAGE (2.5 POINTS)

<b>NAME OF LEA OR ORGANIZATION</b>	<b>BOYS &amp; GIRLS CLUB OF HARRISON COUNTY</b>
<b>ADDRESS</b>	<b>PO BOX 215, CORYDON, IN 47112</b>
<b>COUNTY</b>	<b>HARRISON COUNTY</b>
<b>NAME OF CONTACT PERSON</b>	<b>COLLEEN JOHNSON</b>
<b>TITLE</b>	<b>DIRECTOR OF RESOURCE DEVELOPMENT</b>
<b>PHONE NUMBER</b>	<b>(812) 738-1696</b>
<b>EMAIL</b>	<b>CJOHNSON@HC-BGC.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>KIM GRIZZEL, EXECUTIVE DIRECTOR</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>KGRIZZEL@HC-BGC.ORG</b>

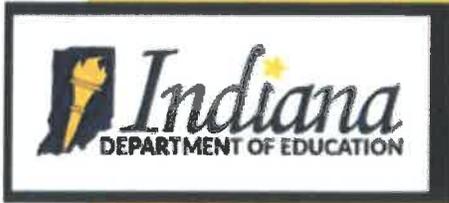
<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 <sup>TH</sup>
<b>HETH WASHINGTON ELEMENTARY</b>	<b>75%</b>	<b>A</b>	<b>55</b>	<b>K-6<sup>TH</sup></b>
<b>SOUTH CENTRAL ELEMENTARY</b>	<b>55%</b>	<b>A</b>	<b>95</b>	<b>K-6<sup>TH</sup></b>



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
<b>HETH WASHINGTON (HW)</b>	<b>2450 HETH WASHINGTON RD SW, CENTRAL, IN 47110</b>	<b>CENTRAL / HARRISON</b>
<b>SOUTH CENTRAL (SC)</b>	<b>6595 E HWY 11 SE, ELIZABETH, IN 47117</b>	<b>ELIZABETH / HARRISON</b>

<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>K - 6<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</b> <b>HW - 2:30 - 6:00 PM (M-TH)</b> <b>1:30 - 6:00 PM (F)</b> <b>SC - 3:00 - 6:00 PM (M-TH)</b> <b>2:15 - 6:00 PM (F)</b> <b>INTERSESSION &amp; SCHOOL BREAKS</b> <b>BOTH SITES - 6:00 AM - 6:00 PM</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>Y</b>



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## ASSURANCES (2.5 POINTS)

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

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o 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;
- o 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;
- o 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;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o 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;
- o 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;



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- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- o The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- o 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;
- o 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;
- o 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;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o 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;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;



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- 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 Club of Harrison County

Applicant Name (LEA or Organization)

  
Authorized Signature

8/7/2020

Date

Memorandum of Understanding  
Between Boys & Girls Club of Harrison County and  
South Harrison Community School Corporation

The Boys & Girls Club of Harrison County, hereinafter referred to as BGC, and the South Harrison Community School Corporation, hereinafter referred to as SHCSC, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by BGC from the Indiana Department of Education.

The Boys & Girls Club of Harrison County and South Harrison Community School Corporation desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. BGC and SHCSC will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Heth Washington Elementary School and South Central Elementary School.

**PURPOSE**

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

**DESCRIPTION OF PROGRAM SERVICES**

South Harrison Community School Corporation (SHCSC) agrees to the following:

1. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, and classroom space at Heth Washington Elementary School; and will include a designated office space, the cafeteria, gymnasium, and classroom space at South Central Elementary School. Space provided will also include access to needed school facilities, office equipment, and telephones at both sites.
2. Work collaboratively with BGC to identify high-priority student participants and to meet needs of youth served in the program.
3. Develop common confidentiality guidelines to share information between BGC and SHCSC to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Assist with coordination of safe transportation of youth home following the 21<sup>st</sup> CCLC Out-of-School Time Program. This includes providing BGC with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
5. Designate a SHCSC employee to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee) for each designated site.
6. Provide a parent sign-up table at each 21<sup>st</sup> CCLC program site's School Registration Days.

The Boys & Girls Club of Harrison County (BGC) will:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.

2. Provide a Program Director to oversee Site Directors and to support their collaborative work with school administrators and BGC partner agencies.
3. Provide up to ten Youth Development Professionals at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
4. Provide one full-time Site Director at each Out-of-School Time Program site (Heth Washington Elementary and South Central Elementary) for 8 hours per day, five days per week, for a minimum of 180 days. The Site Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by BGC and employed in the Out-of-School Time Program, as described in the Site Director job description.
5. Deliver services as an out-of-school time program from 2:30 PM to 6:00 PM Monday through Thursday and 1:30 PM to 6:00 PM Friday at Heth Washington Elementary School; and from 3:00 PM to 6:00 PM Monday through Thursday and 2:15 PM to 6:00 PM Friday at South Central Elementary School on designated days of program's operation.
6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by BGC and project evaluators (local and State).
7. Be responsible for general program coordination, including set-ups & clean-up and first aid.
8. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE.
9. Maintain coordination of other agencies and service providers.
10. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
11. Provide professional development opportunities to BGC staff.

#### **TERMS**

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

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

#### **TERMINATION CLAUSE**

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

#### **AMENDMENTS**

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

#### **HOLD HARMLESS/INDEMNIFICATION**

The Boys & Girls Club of Harrison County agrees to indemnify, defend and hold harmless South Harrison Community School Corporation, its board of trustees, officers, agents and employees from

REMARKS:

and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of The Boys & Girls Club of Harrison County. It is understood that such indemnity shall survive the termination of this Agreement.

South Harrison Community School Corporation agrees to indemnify, defend and hold harmless The Boys & Girls Club of Harrison County, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of South Harrison Community School Corporation. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, The Boys & Girls Club of Harrison County shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). South Harrison Community School Corporation, and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed with BGC before commencement by SHCSC of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to SHCSC. A certificate of insurance showing compliance with these requirements shall be filed with BGC's Executive Director.

**INDEPENDENT CONTRACTOR STATUS**

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

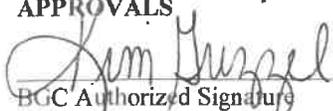
**FINGERPRINTING**

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

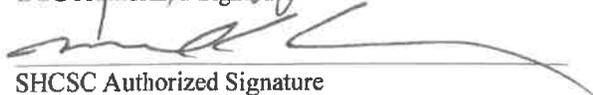
**WRITTEN NOTICE**

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

**APPROVALS**

  
BGC Authorized Signature

8/12/20  
Date

  
SHCSC Authorized Signature

8/3/20  
Date



To Whom It May Concern,

I am writing to express my full support for a 21<sup>st</sup> Century Community Learning Center at Heth Washington Elementary and South Central Elementary Schools. The Boys & Girls Club of Harrison County has an excellent record of providing after school programming which enriches the lives of some of Harrison County's most vulnerable students.

Safe, quality after school programming is greatly needed for the students of Heth Washington and South Central Elementary Schools and a partnership with the Boys & Girls Club to operate a 21<sup>st</sup> Century Community Learning Center would do well to fill this void.

Purdue Extension wishes to participate in this programming opportunity by providing assistance with direct education – specifically, learning activities related to STEAM, policy development, and program promotion as needed.

Purdue extension has had many successful past partnerships with the Boys & Girls Club of Harrison County and the South Harrison Community School Corporation, and we have seen first-hand how important after school programming is for our county. I enthusiastically support this grant application and look forward to seeing the impact this opportunity for new programs will have on our youth.

Sincerely,

A handwritten signature in blue ink that reads "Amy M. Keenan".

District Director

Purdue Extension



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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

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

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

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

\_\_\_\_\_  
Non-Public School Representative

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Kim Grizzel  
Applicant Representative

\_\_\_\_\_  
*Kim Grizzel*  
Signature



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

The Boys & Girls Club of Harrison County seeks to open 21<sup>st</sup> Century Community Learning Centers at Heth Washington Elementary School and South Central Elementary School beginning in Fall 2021. Heth Washington and South Central are among the most impoverished schools in the county, with 75% and 56% Free and Reduced Lunch Rates, respectively. Both of these schools are more than 15 minutes from the county seat, Corydon, and as a result, are in rural areas without extensive access to resources. Due to transportation issues and the mere distance from Corydon, the Boys & Girls Club has not been able to afford service to the youth of South Central and has limited service to youth of Heth Washington Elementary. Offering quality out-of-school time programming on site is the best solution toward advancing achievement for the students of southern Harrison County.

This project will serve Kindergarten through Sixth Grade students at both sites. As there is currently no out-of-school time programming offered at either school we aim to serve, we expect the 21<sup>st</sup> Community Learning Centers to be well attended. Heth Washington Elementary expects to serve 55 students, attending at least 45 days throughout the year (RAPs). South Central Elementary, which is larger in size than Heth Washington, expects to serve 95 RAPs. The students in both of these schools have high poverty rates, low achievement rates—particularly in English/Language Arts and Math at Heth Washington, and English/Language Arts and Science at South Central—and limited access to out-of-school resources. The students we aim to serve need the opportunity to excel that is awarded by a 21<sup>st</sup> Century Community Learning Center.

If awarded, 21<sup>st</sup> Century Community Learning Centers in these schools would have a STEAM priority with intended outcomes to raise student proficiency in English/Language Arts, Math, and Science. This program would also focus on bringing families together through family activities like family cooking night and social/emotional workshops throughout the school year. Our program will utilize evidence-based curriculum and a structured schedule to provide the most opportunities for growth. This will materialize using a variety of activities, ranging from building science experiments through NASA Ignite! and hands-on learning via VersaTiles Math, to introducing character building and teamwork skills through Boys & Girls Clubs of America programming.

The Boys & Girls Club will partner primarily with South Harrison Community School Corporation, and both elementary schools. This partnership will provide space for the program to operate as well as access to student achievement data to better serve and track the progress of our students. Our staff will work with teachers of regular attendee to track grades and behaviors during the school day. We believe this open communication with teachers, at least weekly, will provide the data required to alter and improve programming to best meet the students' needs. We are also partnering with our local Purdue Extension office to provide



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direct education, enhancing our focus on the STEAM priority. We believe this partnership will help ensure the quality of programming offered to our students.

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

1. **Minimum Criteria:** All youth that will be served by this program will attend Heth Washington Elementary School or South Central Elementary School. While both of these schools have an A state rating, they serve the poorest communities in Harrison County. The student population of Heth Washington Elementary School is highly economically disadvantaged with a Free and Reduced Lunch Rate (FRL) of 75%. In addition, Heth Washington currently has an Approaching Expectations federal rating—representative of low achievement and improvement scores in English/Language Arts and Math categories. South Central Elementary, while slightly less disadvantaged than Heth Washington, still has a 55% FRL rating. South Central Meets Expectations under the federal ratings, but still shows room for growth in both English/Language Arts and Math categories as well.
2. **Origin of Partnership:** The Boys & Girls Club of Harrison County has been functioning as an off-site out of school time program for students of South Harrison Community School Corporation (SHCSC) since 2005. We work closely with the school corporation weekly to ensure the safety of our youth. It is with the urging of SHCSC that we apply to open a 21<sup>st</sup> Century Community Learning Center in each of these schools, so that all youth in this corporation can be served equally, regardless of income and geographical barriers. In the current capacity of our partnership, we communicate daily with the transportation director and school secretaries to guarantee the safe arrival of all youth who are supposed to attend our program. We connect as needed with principals and the superintendent of schools to ensure the programs we offer are meeting the needs they observe during the school day. When we have behavioral issues with youth, we often reach out to their teachers for insight on what may have happened during the school day. Likewise, if teachers are having difficulties with a student, both behavioral or academically, so that we can give extra attention in that area of need after school.
3. **Priority Area:** For both of sites in this application, we will focus on STEAM. Based on testing scores in both schools, this priority area best fits the needs the students we plan to serve. You will see this priority throughout our program objectives, performance measures, and professional development.

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

According to the Master Reap Eligibility Spreadsheet, South Harrison Community School Corporation, which Heth Washington Elementary and South Central Elementary are part of, is defined as rural by the state (SRSA and RLIS). The school corporation, however, is not



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SRSA or RLIS eligible because all schools in the system do not meet the required locale codes. The largest school in SHCSC is located in Corydon, which is considered a town, fringe; a territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area (locale code 31). Unfortunately, Heth Washington and South Central do qualify under locale code 42, but as all the schools fall under one corporation, these schools – despite their high need – are not in an eligible district.

The Boys & Girls Club of Harrison County has several current employees who have completed the Child & Youth Care (CYC) Credential. If this grant is received, the Club will continue this precedent by requiring the Program Director and both Site Directors to complete their CYC Credential by the end of the Fall Semester 2021. With all three of these staff members having completed the credential, 38% of the staff for Heth Washington Elementary and South Central Elementary will have CYC Credentials.

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

1. Data Evidence: Harrison County as a whole looks good on paper. We have pockets of wealth and poverty that balance out to make Harrison County appear like a middle class community. Unfortunately, like in many rural communities, outside the county seat, there are many areas of generational poverty. As one travels south of Corydon, the gaps between homes are more widespread and the only grocery in site is the Dollar General and the gas station down the main stretch. As with most rural counties in Indiana, the hills are dabbled with middle and upper class residences, but in the towns served by Heth Washington Elementary and South Central Elementary (Central, New Amsterdam, Mauckport, Laconia, and Elizabeth), mobile homes and dilapidated farmhouses are far more prevalent. At Heth Washington, those students eligible for Free and Reduced Lunch (FRL) continue to rise, reaching 75% in 2019. South Central measured 56% FRL eligibility this past school year. The chart (Table 1) below displays these schools in comparison to others within the South Harrison Community School Corporation.

Table 1: South Harrison Community School Corporation Free and Reduced Lunch Rates	
School	FRL Rate
Corydon Elementary School	53%
Corydon Intermediate School	53%
Corydon Central Junior High School	45%
Corydon Central High School	43%
Heth Washington Elementary	75%



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New Middletown Elementary	45%
South Central Elementary	56%

Data from Indiana Department of Education

While South Central’s FRL rate is not substantially higher than surrounding schools, inaccessibility and lack of transportation greatly contributes to the inadequate resources for South Central students. Ethnically, Harrison County has very little diversity, with a 95.7% White population. South Central Elementary is representative of the county-wide statistics being 95.4% White, 3% Multiracial, and 1.5% Hispanic. Heth Washington has slightly higher diversity with a population that is 91% White, 1.2% Native American, 4.2% Multiracial, 3% Hispanic, and 0.6% Hawaiian/Pacific Islander.

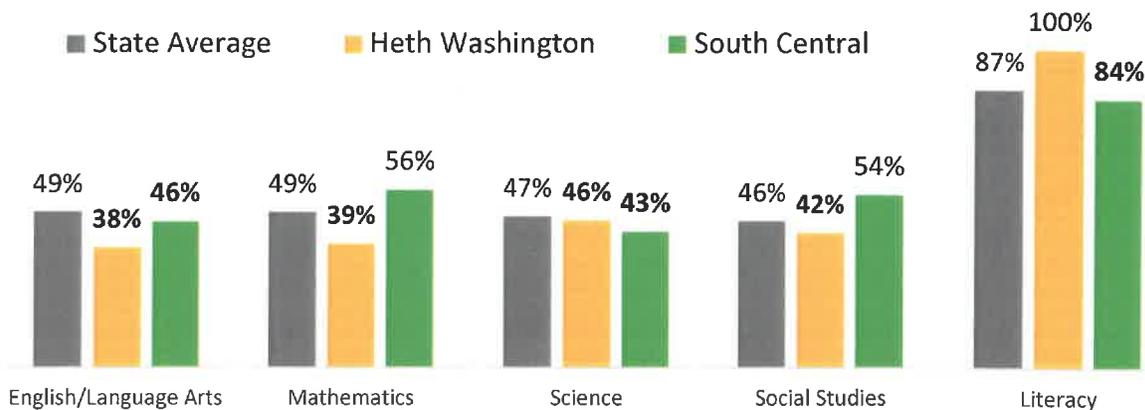
Student achievement is an area both South Central Elementary and Heth Washington Elementary need improvement. While both have an A grade at the state level, Heth Washington is Approaching Expectations on the federal level (with Does Not Meet Expectations in several Mathematics categories and Approaching Expectations in English/Language Arts). South Central Meets Expectations under the federal level, but Does Not Meet Expectations in one math category, and Approaching Expectations in 2 English/Language Arts categories and 1 Math category. Compared to state proficiency averages, Heth Washington lags behind in all categories except literacy, and South Central falls behind in three categories. Notably, both schools’ students perform more poorly than their peers, indicating a great need for the proposed priority focus on STEAM activities. See Table 2 for a detailed breakdown of state assessment scores.

Proficiency Category	State Average % Proficiency	Heth Washington % Proficiency	South Central % Proficiency
English/Language Arts	48.9%	<b>37.6%</b>	<b>45.7%</b>
Mathematics	48.7%	<b>38.8%</b>	55.7%
Science	47.4%	<b>46.2%</b>	<b>42.6%</b>
Social Studies	46.0%	<b>42.3%</b>	54.2%
Literacy	87.3%	100%	<b>84.4%</b>



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## State Assessment Proficiency



In communication with South Harrison Community School Corporation and analysis of these scores, choosing STEAM as our priority for these 21<sup>st</sup> Century Community Learning Centers was an easy decision. These students need educational support in addition to what they are currently receiving during the school day to become the best student they can be.

It is the mission of the Boys & Girls Club to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. During the 2018-2019 school year, Heth Washington Elementary has 83 safety and disciplinary incidents, resulting in 13.5% of the student population receiving in school suspension and 11.2% receiving out of school suspension. South Central is much more in line with the state average of 4.8% receiving in school suspension having only 4% in 2018-2019. South Central also has a very low percentage of out of school suspensions, when the state average is 6.3%. Heth Washington has some catching up to do; therefore, a 21<sup>st</sup> Century Community Learner Center will be a tremendous first step in improving student behavior.

**2. Current Programming:** At this time, the Boys & Girls Club services some students from Heth Washington Elementary by transporting to our free-standing Club, but many students cannot take advantage of this program due to the burden of transportation on their parents. As South Central Elementary is located in the southernmost portion of the county, with no direct route to our free-standing location in Corydon, we have not been able to provide programming to any South Central students. South Harrison Community School Corporation has confirmed there is no other out-of-school time programming available to the students in both schools that will be served. This includes a complete gap in existing STEAM programs, of which a 21<sup>st</sup> Community Learning Center would fill. These principals, and the corporation as whole, believe it is crucial to offer out-of-school time programming to their students, but have not been able to do so on their own.



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3. Enhance or Expand: As there is no current out-of-school time program at either Heth Washington or South Central, the addition of 21<sup>st</sup> Century Community Learning Centers will greatly enhance opportunities available to the students of both schools. The Boys & Girls Club currently serves some students from Heth Washington, but this grant will expand the services we offer by allowing us to serve youth longer (without a 20-minute bus ride), serve more youth in the school setting than we can transfer now, and be more accessible to parents regardless of their economic status.

Currently, the Boys & Girls Club of Harrison County has a 3D printer and a laser cutter, but the STEAM programs offered are limited, and mostly directed at teen programming. An expansion of our program to Heth Washington and South Central will also represent an expansion of our current STEAM program offerings.

4. Identified Needs: As an organization that has been in this community for over 15 years, we have become well acquainted with the known needs of youth around the county. We have a close partnership with the South Harrison Community School Corporation and each individual school's principals so that we can continue serving our youth in the best way possible. We have known for several years that Heth Washington has a high need for additional educational opportunities located on site at the school. The students of South Central are the only students in entire county we have no programming connection with. In talking with the school, it became clear for us to offer services it needed to be in the school as well—due to transportation issues with the Club and convenience to parents of youth with limited transportation. The Boys & Girls Club and the schools both regularly get calls from parents asking about out-of-school time opportunities for their students. The comments from these parents as well as feedback from our partners were used to develop a full list of the current needs and what would be useful solutions.

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

1. Project Collaboration: The Boys & Girls Club will be collaborating with two outside agencies to successfully operate 21<sup>st</sup> Community Learning Centers in Heth Washington Elementary School and South Central Elementary School. South Harrison Community School Corporation will be our largest partner as we will be using space inside the schools to house this program. The attached MOU outlines, in addition to agreement on space use, how we will work with the school to identify students this program will be best for and engage families in activities that will foster growth in relationships. The school will also assist with transportation and use of equipment, as needed. Our second partner, Purdue Extension, will support the program by collaborating through direct education—including the contribution of teachers and supplies to lead various STEM related activities throughout the school year. Purdue Extension has a tremendous amount of resources and knowledge to contribute to the youth of Heth Washington



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and South Central. Purdue Extension will also collaborate with the Boys & Girls Club on policy development and program promotion, as needed.

Because both of these schools are Title 1, 21st Century Community Learning Center funds will be used alongside the Title 1 program to help achieve program goals. We will join efforts with Title I specifically on Parent Involvement activities. We will also work with Title I in identifying the youth who will most benefit from this program. We will communicate with Title I on the services these at-risk youth need and provide ongoing support for the families and youth as we try to bring them to and above grade level.

2. Identifying Partners: One major factor in the Boys & Girls Club not expanding to better serve Heth Washington and begin serving South Central (outside of funding) is transportation. It takes too long for youth to get from South Central to our Club and it is a hardship for parents to drive so far to pick up their children later in the evening. While we would partner with the school regardless of the program type offered, this was a major reason our partnership with South Harrison Community School Corporation is so strong: a successful program for the students of Heth Washington and South Central needs to be in the schools. As state testing scores show room for improvement and a STEAM priority was selected, it was clear an expansion of the Club's partnership with Purdue Extension would offer incredible activities and opportunities to the students we will serve. Having a partner whose area of expertise is in line with our program priority area will enable us to develop a successful program.

3. Volunteers: The Boys & Girls Club will incorporate volunteers into the program using a few different resources. First, Heth Washington and South Central will each have a 675 hour AmeriCorps position. This will offer the 21<sup>st</sup> Century Community Learning Center to have the same volunteer with our students every day of the week. AmeriCorps volunteers will go through staff trainings, background checks, and professional development to ensure the knowledge needed to work in an out-of-school time program. We will also work with the Corydon Central and South Central National Honor Societies to incorporate high school volunteers who may have a future interest in working with youth. These volunteers will assist in executing program activities like art and science projects, reading, and homework help. Other volunteers in our program could include teachers, aids, retired teachers, parents, or community members. All volunteers will be background checked and assigned tasks best related to their specific expertise.



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

1. **Recruitment Criteria:** South Harrison Community School Corporation (SHCSC) will play a vital role in targeting educationally disadvantaged youth and families. Heth Washington Elementary and South Central Elementary staff, in collaboration with Centerstone counselors, will identify students with the highest need, both academic and financial, through teacher recommendation, academic performance, family dynamics, and other data available through Centerstone Counselors. Prior to the start of a new semester, staff will prioritize these students based on teacher feedback and other criteria identified below to prioritize 30 youth (12 from Heth Washington and 18 from South Central) with the greatest need. Those 30 will receive 21<sup>st</sup> Century Slots, a function allowing those students to attend completely free of charge. At the end of each grading period, teachers will be asked to submit recommendations of students who could most benefit from after school assistance through the 21st Century Community Learning Center. Student names will then be given to the QPSA Committee, who will prioritize and contact the parents of children showing the highest need. If parents agree to the following obligations, their child(ren) will be able to attend all programming free of charge: 1) Participate in Indiana Kids program offered through the Boys & Girls Club, 2) commit to attending at least 60 nights throughout the school year (average of twice a week), and 3) attend programming until 5:00 PM each of those nights.

All students identified with high need not qualifying for a 21<sup>st</sup> Century Slot will receive a call from staff or their teacher recommending their involvement in the 21<sup>st</sup> Century Community Learning Center. In addition to the 30 prioritized students, teacher and counselor recommendations will extend to an additional 120 students, 43 from Heth Washington and 77 from South Central. Any family experiencing a financial burden will not be turned away. Staff will work with each family to develop a payment schedule or find a scholarship for those families. Only students of Heth Washington Elementary and South Central Elementary, in Kindergarten through sixth grade, will be eligible to attend their respected 21<sup>st</sup> Century Community Learning Center.

For those students not included in the 21<sup>st</sup> Century Slots, fees will be minimal and a sliding scale based on income, in the same way our Boys & Girls Club operates. This scale ranges from \$20 to \$50 per month, per child, with a \$5 reduction for each additional child (i.e. 2 children in one family would have a \$30 fee for the first child and a \$25 fee for the second, totaling \$55). Any family eligible for free and reduced lunch rates will fall into the \$20 or \$30 per month bracket. Based on the noted poverty rates and Free and Reduced Lunch Rates, 75% of students at Heth Washington and 56% of students at South Central will pay the minimal amount. If any family cannot pay these rates, a scholarship will be found and the child(ren) will not be turned away.



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The Boys & Girls Club will ensure equitable access to and participation in the 21<sup>st</sup> Century Community Learning Centers for all youth of Heth Washington and South Central Elementary Schools. Students' access to this program will not be hindered based on gender, race, national origin, color, disability, age, or other barriers that could prevent youth from participating.

2. Community Data: Graduation rates for South Harrison Community School Corporation, including Corydon Central High School (which Heth Washington feeds into) and South Central High School (which South Central Elementary feeds into), are substantially above the state graduation rates at 92.3% and 86.4% respectively. Unfortunately, the diploma strength of SHCSC is not nearly as strong, with only 50.5% completing the requirements of Indiana's Core 40 diploma designation or higher, and not receiving a waiver from any graduation requirements. An out-of-school time program focusing on raising educational achievement will not only aid our students in kindergarten through sixth grade, but higher performance at these lower grades will transform into more met graduation requirements in a few years. Looking around the community, there are very few activities for youth to take part in after school releases. There are not school sponsored sports at this age, so many students go home on the bus, possibly to an empty home because their parents are still at work. The time between when a child gets off the bus until 5:00 is when they are at highest risk for harm or to get into trouble.

3. Parental Involvement: We will partner with Title I and each of the individual schools to provide quality family engagement through literacy nights, social-emotional family workshops, and a family cooking night. These activities will promote parental involvement, build relationships between youth and their parents, and offer an educational component for students, parents, or both. Twice a year, parent evaluations will be distributed to gauge program efficiency. Parents will also be directed to additional resources the family may need, such as community services, to relieve economic and other burdens outside the school system's reach.

4. Snacks and/or Meals: The Indiana Alliance of the Boys & Girls Club enables us to be part of the US Department of Agriculture's Child and Adult Care Food Program (CACFP) during operations after school time and the Summer Food Service Program for Children (SFSP) during school breaks. These programs function through reimbursement of healthy meals and snacks, and are both approved by the USDA and the IDOE Office of School and Community Nutrition. These snacks will be delivered, alongside our current snack/meal order, to the Corydon Boys & Girls Club then distributed to both Heth Washington and South Central by program staff. Snacks will be served when students arrive to the 21<sup>st</sup> Community Learning Center program and will consist of snacks approved by both the CACFP and SFSP. During school breaks, when our program is open 12 hours a day, youth will receive breakfast, lunch, and a snack. Schools will allow for freezer, cooler, and dry storage space to store snack foods.



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5. Weekly Schedule: As hours of operation vary slightly for each school, the following charts represent a detailed, tentative schedule of proposed activities. A breakdown of Heth Washington’s tentative schedule is listed in Table 3.1.

Table 3.1: Heth Washington Elementary School Weekly Schedule			
Time Frame	Block	Activity Description	Total Program Hours
2:30 – 3:00 PM	Snack & Settle	Snack, announcements, simple chores (like cleaning up, to instill work ethic)	90
3:00 – 4:00 PM	Power Hour	Homework help, tutoring, Indiana Kids programming	180
4:00 – 5:00 PM	STEAM	Activities in age groups related to science, technology, engineering, art, or math utilizing evidence based programming	180
5:00 – 5:45 PM	Club Kids	T/Th, youth will participate in character building or skill building activities (averaging 6 weeks each in duration), including: Money Matters, Passport to Manhood, Smart Girls, and STEM. M/W/F Triple Play program, health and wellness activities	135
5:45 – 6:00 PM	End of Day Activities	Most kids will have left by this point; those remaining will have free time to play games, hang out, or help clean up	45
Evening – Times will vary (lasting approx. 2 hours)	Parent Involvement	At least once every 9 weeks, BGC will host a parent involvement activity, including social emotional workshops, family cooking night, and literacy nights	>8

On Fridays, due to school early dismissals, the above schedule will be adjusted forward one whole hour, with an additional half hour added to both the STEAM block and Club Kids block. A breakdown of South Central’s tentative schedule, with adjusted times for South Central’s calendar, is listed in Table 3.2.

Table 3.2: South Central Elementary School Weekly Schedule			
Time Frame	Block	Activity Description	Total Program Hours
3:00 – 3:20 PM	Snack & Settle	Snack, announcements, simple chores (like cleaning up, to instill work ethic)	60



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3:20 – 4:20 PM	Power Hour	Homework help, tutoring, Indiana Kids programming	180
4:20 – 5:20 PM	STEAM	Activities in age groups related to science, technology, engineering, art, or math utilizing evidence based programming	180
5:20 – 6:00 PM	Club Kids	T/Th, youth will participate in character building or skill building activities (averaging 6 weeks each in duration), including: Money Matters, Passport to Manhood, Smart Girls, and STEM. M/W/F Triple Play program, health and wellness activities	120
Evening – Times will vary (lasting approx. 2 hours)	Parent Involvement	At least once every 9 weeks, BGC will host a parent involvement activity, including social emotional workshops, family cooking night, and literacy nights	>8

On Fridays, South Central releases 45 minutes early, moving the daily schedule up 45 minutes. This will add 25 minutes to the STEAM block and 20 minutes to the Club Kids block. During intercession and school breaks, both 21<sup>st</sup> Century Community Learning Centers will be open for 12 hours, from 6:00 AM to 6:00 PM. Both sites will follow the same schedule, listed below in Table 3.3.

**Table 3.3: Intercession and School Breaks Schedule**

Time Frame	Block	Activity Description	Total Program Hours
6:00 – 7:00 AM	Quiet Time	Youth will have quiet time to read, nap, or play quietly	40
7:00 – 7:45 AM	Breakfast	Breakfast, approved by the USDA and IDOE Office of School and Community Nutrition, will be served	30
7:45 – 9:00 AM	Education	Homework help, tutoring, Indiana Kids programming	50
9:00 – 10:30 AM	Triple Play Block 1	Youth have the opportunity to get active by playing games and sports in the gym, or outside if the weather permits	60
10:30 – 11:30 AM	Club Kids Block 1	Character building/skill building activities, including: Money Matters, Passport to Manhood, Smart Girls, and STEM	40



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11:30 – 12:30 PM	Lunch	Lunch, approved by the USDA and IDOE Office of School and Community Nutrition, will be served	40
12:30 – 2:00 PM	STEAM	Activities in age groups related to science, technology, engineering, art, or math utilizing evidence based programming	60
2:00 – 3:00 PM	Triple Play Block 2	Youth have the opportunity to get active by playing games and sports in the gym, or outside if the weather permits	40
3:00 – 3:30 PM	Snack	Snack, approved by the USDA and IDOE Office of School and Community Nutrition, will be served	20
3:30 – 4:30 PM	Club Kids Block 2	Character building/skill building activities, including: Money Matters, Passport to Manhood, Smart Girls, and STEM	40
4:30 – 6:00 PM	Free Play	Free time to play games, hang out, or help clean up as needed	60

6. Alignment to Standards: Both 21<sup>st</sup> Century Community Learning Centers will exhibit high quality youth programs by following Indiana Afterschool Standards and Indiana Academic Standards. This starts with our program utilizing the Indiana Quality Program Self-Assessment (IN-QPSA) to assess and improve our program each year. While staff will understand each of the Indiana Afterschool Standards, the following will be priorities for our program:

- Staff relate to all youth in positive ways
- Staff interact with all youth to help them learn
- Staff use positive techniques to guide the behavior of youth
- Staff support families’ involvement in the program
- The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all youth
- The safety and security of all youth are protected
- The program develops and implements a system for promoting continuous quality improvement
- Staff are professionally qualified to work with youth

These standards are already a priority with the Boys & Girls Club’s current programming, and will continue to be upheld with the addition of the 21<sup>st</sup> Century Community Learning Centers. Our program activities will also align with Indiana Academic Standards, ensuring that youth in the program will master the English/Language Arts, Math, and Science skills appropriate for



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their grade level. Activities will be assessed for this alignment before being added to a program calendar.

7. **Staff Recruitment and Retention:** Upon notification of grant award, we will begin advertising open positions on Indeed.com and through our local newspapers. All applicants will complete their application through our online portal. After review from the Executive Director and the Director of Operations, those meeting minimum requirements and availability will receive an interview. Once all applicants are interviewed, references will be contacted and applicants narrowed to the top contenders. Once a position is offered and accepted, all background checks will be completed. Upon return of clean background checks, the new hire will begin training, prior to start of the program. Equitable hiring practices will be followed, including awareness in being culturally, linguistically, and racially representative of our youth. Staff will be paid a living wage and any required trainings will be covered by the grant. Our retention strategy includes opportunity for a raise upon excellent performance and opportunities for professional development. The following chart (Table 4) lists staff positions and their pay rates.

Position	Expected Hours/Week	Salary/Hourly Wage	Number of Positions
Program Director	40 (50% to grant)	\$40,000 (50% to grant)	1
Site Director	40	\$30,000	2
Direct Service Assistant	25	\$11 /hour	5

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

The Boys & Girls Club currently operates a 21<sup>st</sup> Century Community Learning Center Program at our Crawford County sites. This program has been successful in recruitment and retention, and well as improvement of program outcomes. The following chart (Table 5) represents this evidence of success, pulled from the 21<sup>st</sup> CCLC Local Evaluation Executive Summary, and results from Monitoring Visits.

Evidence	Source
The site met the attendance target of 35 students for 60-day regularly attending participants (RAPs) in Year One; 37 students attended at least 60 days in the afterschool program (including 12 Pre-K students).	South Crawford 2018-19 Executive Summary



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<p>The site met the 60-day target of 40 students for regularly attending participants; 40 students attended the afterschool program at least 60 days (including 9 Pre-K students).</p>	<p>West Crawford 2018-19 Executive Summary</p>
<p>During Year One, 90% of RAP students earned a “B” or higher or increased their grade from fall to spring in Reading/English Language Arts (target 60%), and 87% in math (target 60%).</p>	<p>West Crawford 2018-19 Executive Summary</p>
<p>Teachers reported improvements (or no need to improve) to academic performance and completing homework for 90% of regular attendees (target 50%).</p>	<p>South Crawford 2019-20 Executive Summary</p>
<p>The site met the attendance target of 40 students for 60-day regularly attending participants (RAPs) in Year One; and increased this to 47 RAPs (at 30 days of attendance due to school closures) in Year 2.</p>	<p>West Crawford 2019-20 Executive Summary</p>
<p>Teachers reported improvements (or no need to improve) to academic performance and completing homework for 60% (target 50%) and 100% of regular attendees (target 50%), respectively.</p>	<p>West Crawford 2019-20 Executive Summary</p>
<p>Teachers reported improvements (or no need to improve) to academic performance and completing homework for 63% (target 50%) and 100% of regular attendees (target 50%), respectively.</p>	<p>East Crawford 2019-20 Executive Summary</p>
<p>Grantee Identified Successes: Good partnerships (principal, community orgs, etc.); Sustainability—program has continued despite flux in funding over the years Grantee Identified Opportunities: Reoccurring, weekly, one-on-one (or small group) tutoring, K-12; Outings/experiences during the school year *No corrective action was given on this monitoring visit; all quality indicators met requirements</p>	<p>January 2019 Monitoring Visit</p>

The following paragraphs are taken directly from our Professional Development Plans for 2018-2019 and 2020-2021.

Professional Development Plan for 2018-2019:

“Listed below are professional development opportunities that we will offer throughout 2018-2019. These opportunities come in the form of workshops, webinars, conferences and



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overnight retreats. We inform our staff of said events by communication via email, staff meeting discussions and handing out any promotional materials and registration documents. Some trainings are mandatory and some are at will depending on the staff's work and personal schedule. Please note that due to ever-changing planning, there may be additional opportunities that are not listed here.

All new hires are to complete any mandatory trainings which require certifications. Other trainings will be made available and will be highly encouraged. As well, current staff are to adhere to any mandatory certifications and to participate in any trainings.

Indiana Out-of-School Learning Academy	Online	On-going	CC
21ST CCLC Orientation	Workshop	August 1st	Kim
Americorps Training	Workshop	August 9th	HC&CC
The Professional Association BGCA	Workshop	August 16th	Kim
All Staff Retreat IYSA	Overnight	August 27th-30th	HC&CC
IYSA Quarterly	Workshop	August 30th-31 <sup>st</sup>	Kim
Indiana Kids Training	Workshop	September 11th	HC&CC
EZ Reports Training	Workshop	September 12th	CC
SMART Decisions Training	Workshop	September 14th	HC&CC
Youth Development Institute	Overnight	September 19th-21st	HC&CC
Leadership Harrison County	On-Going	Sept 20th – 21st	HC
BGCA Midwest Conference	Conference	October 9th – 11th	HC&CC
21st Century Multi-State Conference	Conference	October 22nd-24th	CC
Mentoring Training	Workshop	October 25th	HC&CC
QPSA Training #1	Webinar	October 15th	CC
21st CCLC Southern Meeting	Workshop	November 16th	Kim
Kids Count Conference	Overnight	November 26th-28th	HC&CC
IYSA Quarterly	Workshop	December 6th-7th	Kim
QPSA Training #2	Webinar	December 13th	CC
Positive Youth Development	Webinar	January 30th	HC&CC
21st Century Training	Workshop	February 12th	Kim
21st Century Southern Meeting	Workshop	March 8th	Kim
Indiana Day of Advocacy	TBA	March 26th	HC&CC
Indiana Out-of-School Summit	Overnight	April 16th – 17th	HC&CC
BGCA Area Council and YOY	Conference	May 9th-10th	HC&CC
IYI Youth Worker Cafes	Workshop	Quarterly	HC&CC



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Metro United Way Workshops	Quarterly	2018 – 2019	Admin.
CPI Trainings	Summer	2018 & 2019	HC&CC
CPR Trainings	Workshops	Annual/As Needed	HC&CC
Playworks Workshop	Summer	Annual	HC&CC
Visions Tracking System	Webinar	As Needed	HC&CC”

Professional Development Plan for 2020-2021:

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director - 1 Site Coordinator – 2 Front Line Staff – 7	4	\$1,500	50% from 21 <sup>st</sup> CCLC 50% from Title II	January 2020	Professionalism
CPR/First Aid	Red Cross	Improve youth safety	Create safer environment for youth	Program Director – 1 Site Coordinator – 4 Front Line Staff - 16	4	\$1,500	80% from School Corp 20% from 21 <sup>st</sup> CCLC	June 2020	Developmental Practice Methods
CPI	Sarah Heath, our in house certified trainer	Improve staff knowledge around de-escalation and staff to youth communication	Improved staff/youth relationships, safer youth environment	Program Director – 1 Site Coordinator – 4 Front Line Staff - 16	20 hours for new staff  4 hour refresher course each year	\$3,300	90% from BGC funds  200% from 21 <sup>st</sup> CCLC	June 2020	Developmental Practice Methods  Relationship & Communication
Positive Youth Development	Spillet University	Improve staff knowledge in	Improved program quality	Program Director – 1 Site Coordinator – 4	2	\$500	50% from 21 <sup>st</sup> CCLC	August 2020	Developmental Practice Methods



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		working with youth		Front Line Staff - 16			50% from BGC		
Playworks	Playworks/ Abby Roach	Improve staff interactions with youth	Improved program quality Improved youth behavior	Program Director – 1 Site Coordinator – 4 Front Line Staff – 16	8	\$3,750	100% from 21 <sup>st</sup> CCLC	July 2020	Developmental Practice Methods

These past successes and Professional Development Plans account for successes during Year 4 of Cohort 7 and Year 1 of Cohort 9. Both of these 21<sup>st</sup> CCLC program were/are run in Crawford County, the neighboring county to Harrison, and part of the Boys & Girls Clubs of Harrison-Crawford Counties service area. It is through these past successes that our organization feels confident in producing a successful program for the students of Heth Washington Elementary and South Central Elementary.

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

1. **Evidence Based Programming:** We have selected STEAM as our priority area for both 21<sup>st</sup> Century Community Learning Centers. With this in mind, we have selected three evidence based programs to encompass activities that will teach various skills under the STEAM umbrella. We will use curriculum from NASA Ignite!, VersaTiles Math, and Lego League (both Jr FIRST and FIRST to encompass all age groups served). We will also incorporate lessons from Too Good for Drugs, which is designed to promote life skills, character values, resistance skills to negative peer influence, and resistance to the use of illegal drugs, alcohol, and tobacco. The program, which targets elementary and middle school students, is based on classroom discussions and structured activities that center on interactive learning and skill-building exercises.

NASA Ignite! is a program the Boys & Girls Club has utilized in the past and already has content for. This programming includes 100 hours of activities to choose from, related to science, technology, engineering, and math. With the integration of a hands-on NASA curriculum and space-themed video games, NASA Ignite! aims to engage students in STEM by exposing them to relevant content, career paths and space exploration.

VersaTiles Math is a math turned into fun puzzles to reinforce skills and aid students in grasping necessary math concepts for their grade. This evidence based program aligns with state and national standards and creates a safe learning environments that increases student confidence.

FIRST Lego League introduces students to the world of engineering where they explore real-world problems, learn to design and code, and create solutions. This evidence based



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program uses a learning progression to identify age- and grade level-appropriate activities and assess students' knowledge and skills. Resources are made available to facilitators, including a framework for the 12-session program. There are separate kits for this program so that 1<sup>st</sup> through 4<sup>th</sup> graders and 5<sup>th</sup> and 6<sup>th</sup> graders participate in activities relevant to their age and skill levels. In addition to STEM growth, students using this program also showed growth in time management skills, problem solving, and leadership skills.

Our program model will incorporate these evidence based activities into the daily schedule at both sites. For a minimum of one hour each day, students will focus on STEAM related activities, primarily guided by the resources of the evidence based programs described above. We believe following the guidance of these programs is the best way to offer quality programming in the STEAM priority area and increase student achievement in Math and Science.

2. Table: See the below table (Table 6) representing our goals, objectives, program activities, performance measures, and assessment strategies.



Table 6: Goals, Objectives, Program Activities, Performance Measures, and Assessment Strategies

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Goal 1 – Improve Academic Achievement	<p>1.1 Increase English/ language arts achievement among participants</p> <p>1.2 Increase math and science achievement among participants</p> <p>1.3 Improve academic habits among participants</p>	<p>1.1 &amp; 1.2 ELA, Math, and Science comprehension activities and homework help</p> <p>1.2 Curriculum from NASA Ignite!, VersaTiles Math, and Lego League</p>	<p>1.1.1 55% of regular attendees will earn a “B” or better or increase their ELA grade from fall to spring</p> <p>1.2.1 55% of regular attendees will earn a “B” or better or increase their math grade from fall to spring *(STEM Priority)</p> <p>1.2.2 55% of regular attendees will earn a “B” or better or increase their science grade from fall to spring *(STEM priority)</p> <p>1.3.1 50% of regular attendees will improve or maintain ‘academic performance’ in spring, as reported by school day teachers</p> <p>1.3.2 50% of regular attendees will improve or maintain ‘completing homework to his/her teacher’s satisfaction’ in spring, as reported by school day teachers</p>	<p>1.1.1: Semester Report Card Grades</p> <p>1.3.1: DOE Teacher Survey</p> <p>1.3.2: DOE Teacher Survey</p>



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<p>Goal 2 – Improve Social and Behavioral Outcomes</p>	<p>2.1 Build relationship between youth participants 2.2. Improve confidence of participants 2.3 Improve in- school behavior of participants</p>	<p>2.1 &amp; 2.2 &amp; 2.3 Club Kid activities that encourage teamwork and character building</p>	<p>2.1.1 50% of regular attendees will report that the afterschool program has helped them make friends 2.2.1 50% of regular attendees will improve or need no improvement in ‘self-confidence’ by spring, as reported by school day teachers 2.3.1 50% of regular attendees will improve or need no improvement in ‘classroom behavior’ by spring</p>	<p>2.1.1 Spring Quality Improvement Scale 2.2.1 &amp; 2.3.1 DOE Teacher Survey</p>
<p>Goal 3 – Increase Family Involvement</p>	<p>3.1 Improve parent engagement</p>	<p>3.1 Offer family activities at least once per 9 weeks</p>	<p>3.1.1 50% of parents report regular participation in talking to their child about the school day (‘a few times a week’ or ‘daily’) 3.1.2 50% of parents will report reviewing their child’s grades on assignments and tests (at least ‘once a week’)</p>	<p>3.1.1 &amp; 3.1.2 Spring Quality Improvement Scale</p>



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

1. **Communication Plan**: A key to the success of any program is communication. Without proper communication between all parties, efficiency and effectiveness are lost.
  - a. **Applicable school leadership**: The 21<sup>st</sup> CCLC, just as the Boys & Girls Club does now with SHCSC leadership, will alert the superintendent and school principals if something changes in the program. Communication will be held over email or phone, unless an in-person meeting is requested.
  - b. **Applicable school day staff**: In order to effectively monitor the academic progress of program attendees, 21<sup>st</sup> CCLC staff will be given access to Harmony, SHCSC's online platform for grades and attendance. In addition to this access, teachers will send regular updates (on agreed upon dates) for students in their class. Staff will communicate with teachers to align efforts so that a student's success will be supported both in the classroom and in out-of-school time; this will include student data sharing related to students' achievement and behaviors.
  - c. **Community stakeholders**: The program will be held at Heth Washington Elementary and South Central Elementary. Access to the program is only available to those community members that have agreed to volunteer and passed the required background checks in order to protect our students. Periodic newsletters will be distributed for community stakeholders to learn the activities of the program. Program success will be promoted via the Boys & Girls Club website, newsletters, and our organizational Facebook page.
  - d. **Families of program participants**: Families will receive updates and news when picking up their child, as well as through email or text updates. In regards to family engagement nights, information will be posted on our Facebook page, invitations will be given to parents when they pick up their kids, and excitement for the evening's activities will be fostered with the youth so that they desire to come and know it will be a good time.
2. **21<sup>st</sup> CCLC Terminology**: The program will refer to itself as a 21<sup>st</sup> Century Community Learning Center and use the 21<sup>st</sup> CCLC logo on all marketing and program materials. Staff will have an understanding that although the program is run by the Boys & Girls Club, it is a 21<sup>st</sup> CCLC and will be instructed to refer to it as so.

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

1. **Professional Development Plan**: See the attached template with details of our professional development plan, at the end of this section.
2. **Assessment**: Upon hiring, all staff for the 21<sup>st</sup> CCLC sites will be asked a series of questions to gauge their current professional development needs. A list will be made, and trainings chosen based on the level of development needed. For the Program Director and Site Directors, all professional development on the attached template



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will be required. Staff of all levels must have the following trainings within 90 days of employment, and be renewed as necessary:

- CPR/First Aid
  - CPI (Conflict Resolution & De-escalation Tactics)
  - Human Trafficking Awareness
  - Child & Club Safety Training
  - Development of Characteristics of Youth
  - Family Dynamics
  - Impact of Poverty on Family Functioning
  - Effects of Abuse/Neglect
  - Cultural Competency
  - Positive Youth Development
  - Trauma Informed Care
3. Staff Plans: The above trainings will be completed in house. Site Directors and the Program Director will also be required to receive their CYC Credential (or be in the process of getting it) within the first 90 days of employment. Site Directors and the Program Director will also complete periodic trainings (outside of required 21<sup>st</sup> CCLC trainings) to continue professional development. This will include at least one conference, either the Indiana Youth Institute (IYI) Kids Count Conference or the Indiana Afterschool Network Summit. They will periodically attend shorter professional development events (also open to other staff), including IYI Youth Worker Cafes, Boys & Girls Club Roundtable Meets, Indiana Youth Services Association All Staff Retreat, and Metro United Way trainings. Staff will also participate in online trainings related to the evidence-based programs that will be used throughout the 21<sup>st</sup> Century Community Learning Centers. In order to teach these STEAM activities, our staff must have an understanding of the material themselves for the lesson to have impact. NASA Ignite! offers recorded webinars for leaders to watch and comprehend, VersaTiles Math has a “Teacher corner” with webinars about improving math fluency and resources for proper uses of activity supplies. FIRST Lego League also offers guides for facilitators to ensure proper execution of activities.
4. Enhancing Quality: These professional development activities will enhance the quality of our program as our staff are better informed. If our staff have the knowledge to handle behavioral circumstances and understand content of our priority area, our youth will benefit and have better outcomes from our program. With properly trained staff, this program will reach its goals and objectives.



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

<b>Program Name</b>	Boys & Girls Club of Harrison County @ Heth Washington and South Central Elementary
<b>Program Director</b>	TBD

### Professional Development Planning Process Reflection

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

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



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

<b>Program Name</b>	Boys & Girls Club of Harrison County @ Heth Washington and South Central Elementary
<b>Program Director</b>	TBD
<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	CYC Competency Alignment (if applicable)
CPR/First Aid	Red Cross	Improve youth safety	Create safer environment for youth	Program Director – 1 Site Coordinator – 2 Front Line Staff - 5	4	\$1,500	60% from BGC funds 40% from 21 <sup>st</sup> CCLC	July 2021	Developmental Practice Methods
CPI	Sarah Heath, our in house certified trainer	Improve staff knowledge around de-escalation and staff to youth communication	Improved staff/youth relationships, safer youth environment	Program Director – 1 Site Coordinator – 2 Front Line Staff - 5	20 hours for new staff 4 hour refresher course each year	\$3,300	80% from BGC funds 20% from 21 <sup>st</sup> CCLC	July 2021	Developmental Practice Methods Relationship & Communication
Positive Youth Development	Spillet University	Improve staff knowledge in working with youth	Improved program quality	Program Director – 1 Site Coordinator – 2 Front Line Staff - 5	2	\$500	50% from 21 <sup>st</sup> CCLC 50% from BGC	TBD	Developmental Practice Methods



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

Playworks	Playworks/ Abby Roach	Improve staff interactions with youth	Improved program quality Improved youth behaviour	Program Director – 1 Site Coordinator – 2 Front Line Staff – 5	8	\$1,500	100% from 21 <sup>st</sup> CCLC	TBD	Developmental Practice Methods
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### Professional Development Plan Cost:

Total Estimated Cost	\$3,010	% of Total Budget	%
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**EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

**1. Evaluation Plan:** Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Program Implementation**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU).

**Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, and school achievement data. Data are described in detail in Table 7.1.

**When data will be collected.** Timelines for data collection are included in Table 7.1. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry.

**Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 7.1).

<b>Table 7.1 Data Sources, Instruments, and Data Collection Timeline</b>	
<b>Data Type/ Collection Timeline</b>	<b>Instrument/Data Source Description and Associated Performance Measures (PM)</b>
<b>Demographics:</b> <i>Ongoing</i>	<b>Cayen:</b> Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
<b>Achievement:</b> <i>Spring (Annually)</i>	<b>Student Report Card Grades (K-6):</b> The evaluation will examine participants' semester report card grades (reading, math, science). <i>PM: 1.1.1-1.1.3</i>
<b>Attendance:</b> <i>Entered weekly and submitted monthly</i>	<b>Cayen:</b> (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance graduation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
<b>Teacher Perceptions of Student Outcomes:</b>	<b>DOE Teacher Survey:</b> This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h)



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<i>Spring (Annually)</i>	self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 1.2.1, 1.2.2, 2.1.2, 2.2.1</i>
<b>Stakeholder Perceptions of Program Quality:</b> <i>November and April (Annually)</i>	<b>Quality Improvement Scale:</b> The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 3.1.1, 3.2.1</i>
<b>Site Observations:</b> <i>Fall and spring (Annually)</i>	<b>IAN Standards-Based Observation:</b> An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.

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

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

**Table 8. Select Experience**

DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources,



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

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

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



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**Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report.

**Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report.

**Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

**Table 9: 21<sup>st</sup> CCLC Report Timeline**

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



### 3. Strategies of Measurement

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

**Table 10 Strategies for Assessing Performance Measures**

Focus Area	Measurement Strategies
<b>Academic</b>	
Academic Achievement	Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPS who have increased their grade or maintained a B or higher. Academic enrichment and tutoring are key components of the 21st CCLC program, and academic improvements are expected for program participants. As a STEAM priority program, performance measures are included for both math and science grades, along with ELA.
Academic Habits	Teacher perceptions of student improvements related to academic performance and homework completion will be drawn from the DOE Teacher Survey. Given the program’s focus on homework help and tutoring, it is theorized to support improvements in these areas.
<b>Social/Behavioral</b>	
Social-Emotional Learning	Social-emotional learning will be assessed using the DOE Teacher Survey and the student version of the Quality Improvement Scale. Specific items utilized will measure students’ self-confidence and ability to make friends. A variety of group, character education, and teambuilding activities will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes, including self-confidence and the ability to make friends.
In-School or Afterschool Behavior	Behavior will be assessed using the DOE Teacher Survey. Specific items will assess improvements in classroom behavior. Programming offered through 21 <sup>st</sup> CCLC supports pro-social behaviors and is theorized to support decreased disciplinary infractions in the classroom.
<b>Family Engagement</b>	
Family Involvement in Student’s Education at Home	Family engagement will be measured using the Quality Improvement Scale. Specifically, the evaluation will examine the frequency with which parents talk with their children about the school day and review their children’s grades. Programs will promote family engagement through parent and family events.



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

1. Transportation to and from: The 21<sup>st</sup> Community Learning Center will not provide any transportation for attendees, unless for a field trip or other special event. Students will remain in the school for out-of-school time programming, and parents/guardians will pick youth up from the school at the end of the program.
2. Needs of Working Families: Our program will remain open until 6 PM to accommodate time for parents to get off work. If a parent cannot pick them up, but a family member or friend is available to, they can be added to the approved pick-up list so that the youth can still attend the program. By holding the program close to our families' homes, we hope picking up their children at the school will not be an inconvenience.
3. On-Site Safety: Youth will be checked into our system upon arrival to the program after school. When a child is first enrolled, the parent or guardian must list those who are approved to pick up their child from the program. If an emergency occurs, the parent may call to make an addition to the list. When picking up a child, a parent must sign their child out and show identification to a staff member before a child is called from their activity. If any activities are held off-site, youth will wear matching blue Boys & Girls Club shirts and a smaller staff to youth ratio will be kept. Safety practices are also a priority of the Boys & Girls Club, so safety planning will be key in the opening of these sites. Staff will conduct safety drills with youth regularly so that protocol is known in case of emergency. It is also important that during programming, staff have a clear line of sight to see what is happening throughout the room. Staff training of CPI and first aid will play an important role in maintaining emotional and physical safety for the youth we serve.
4. Hiring Practices: Personnel hired will be given the required trainings and a 90-day window to complete them. If trainings are not completed (or every effort made to complete them) within that window, that employee will be let go. Upon completion of trainings, a staff-person will meet with the Program Director to ensure understanding in all areas and answer any remaining questions. Further trainings will be recommended in suggested areas if the staff or supervisor believes it to be necessary.
5. Background Checks: Once a background check is returned clean, it goes into the employee file and stored in a locked file cabinet at the Corydon Boys & Girls Club Site. Administrative staff are the only ones with access to these files. Background checks are conducted upon hiring and annually for all staff and for all volunteers who have direct, repetitive contact with youth.

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

In the absence of 21<sup>st</sup> Century Community Learning Center funds, the Boys & Girls Club will first increase capacity. From previous conversations around opening sites at Heth Washington and South Central, town trustees have a pot of money designated for community



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development. Each gets to choose how it is spent, and several said they would contribute annually if we were able to get a program “off the ground” first. This contribution, in combination with possible funding from the county government, additional donations from those areas of the county, income from programs like Indiana Kids, and higher fees (only for those who can afford it), would be enough to support a thriving (potentially reduced) program once grant funds run out.

In the first year of programming, it will be our goal to show the community how our program is filling the gap that has been void for so long. Running an effective program is the best way to increase capacity because it proves their investment will be worthwhile. If we are able to hire strong employees and serve as many youth as possible, the program will not only be effective, but staff and parents alike will spread the word to all their friends, family, and community members as well. If our program can iron out a good program plan and get the program running like a well-oiled machine, this community will come together to help keep it going.