Indiana DEPARTMENT OF EDUCATION

# 21ST CCLC

| | |
|---|---|
| NAME OF ORGANIZATION | BOOM SQUAD, INC. |
| ADDRESS | P.O. BOX 3902; 800 S. EVANS AVE. |
| COUNTY | VANDERBURGH |
| NAME OF CONTACT PERSON | AVRIL MILLER |
| TITLE | PROGRAM COORDINATOR |
| PHONE NUMBER | 812-760-6174 |
| EMAIL | AVRILMILLER@AOL.COM |
| NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | VERDELSKI V. MILLER |
| EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | DIRECTOR@BOOMSQUADINC.COM |

| NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER) | FREE AND REDUCED LUNCH RATE | SCHOOL GRADE OR RATING | NUMBER OF YOUTH TO BE SERVED** | GRADE LEVEL TO BE SERVED |
|---|---|---|---|---|
| CAZE ELEMENTARY - EVSC 8261 | 93% | F | TO BE DETERMINED | K-5TH |
| CEDAR HALL COMMUNITY SCHOOL – EVSC - 8265 | 97% | D | TO BE DETERMINED | K-8TH |
| DELAWARE ELEMENTARY SCHOOL – EVSC - 8285 | 97% | D | TO BE DETERMINED | K-5TH |
| DEXTER ELEMENTARY SCHOOL EVSC - 8289 | 82% | D | TO BE DETERMINED | K-5TH |
| EVANS SCHOOL – EVSC 8353 | 93% | F | TO BE DETERMINED | K-6TH |
| GLENWOOD LEADERSHIP ACADEMY – EVSC - 8301 | 94% | F | TO BE DETERMINED | K-8TH |
| LINCOLN SCHOOL – EVSC 8251 | 98% | D | TO BE DETERMINED | K-8TH |

| | | | | |
|---|---|---|---|---|
| Fairlawn Elementary EVSC - 8293 | 82%. | C | To Be Determined | K – 5th |
| Lodge Community School EVSC - 8329 | 94% | F | To Be Determined | K-8th |
| McGary Middle School EVSC - 8339 | 90% | D | To Be Determined | 6th – 8th |
| Tekoppel Elementary School – EVSC – 8361 | 78% | B | To Be Determined | K-5th |
| Washington Middle School – EVSC - 8369 | 77% | D | To Be Determined | 6th – 8th |
| North Junior High - EVSC 8230 | 45% | B | TO BE Determined | 6th – 8th |
| Bosse High School – EVSC 8237 | 77% | B | To Be Determined | 9th – 12th |
| Harrison High School EVSC – 8311 | 62% | B | To Be Determined | 9th – 12th |
| North High School EVSC – 8253 | 41% | A | To Be Determined | 9th – 12th |
| Reitz High School – EVSC 8245 | 40% | B | To Be Determined | 9th – 12th |
| Central High School EVSC - 8241 | 53% | A | To Be Determined | 9th – 12th |
| Academy of Innovative Studies – EVSC - 8270 | 73% | F | To Be Determined | 9th – 12th |
| Harwood Career Prep High School – EVSC 8271 | | No Grade | To Be Determined | 9th – 12th |
| Harper Elementary –EVSC 8309 | 72% | D | To Be Determined | K – 5th |

| | | | | |
|---|---|---|---|---|
| PLAZA PARK INTERNATIONAL PREPARATORY ACADEMY EVSC – 8349 | 58% | B | TO BE DETERMINED | K – 8TH |
| HEBRON ELEMENTARY – EVSC 8317 | 55% | B | TO BE DETERMINED | K – 5TH |
| VOGEL ELEMENTARY – EVSC 8365 | 64% | C | TO BE DETERMINED | K – 5TH |
| STOCKWELL ELEMENTARY EVSC – 8321 | 68% | B | TO BE DETERMINED | K – 5TH |

**BSI Students attend several schools. Because of transportation, family relocations, administrative school assignments, disciplinary issues, availability of programs, etc., one particular student may attend several different schools throughout the school year. Thus, the number of youth served at any specific school will change weekly. However, BSI will serve 85 students with this grant.

| NAME OF SITE | STREET ADDRESS | CITY/COUNTY |
|---|---|---|
| BOOM SQUAD, INC. | 800 S. EVANS AVE. | EVANSVILLE, VANDERBURGH COUNTY |

| | |
|---|---|
| **TOTAL GRADE LEVEL(S) TO BE SERVED** | K – 12TH |
| **PRIORITY AREA**<br>(STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING)<br>***APPLICANTS SHOULD PICK ONE PRIORITY AREA** | SOCIAL EMOTIONAL LEARNING |
| **OPERATING HOURS**<br>(AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION)<br>***APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS** | IMMEDIATELY AFTERSCHOOL TILL 7:00 P.M. MON., TUE., WED., THUR., AND FRI.<br><br>SATURDAY 10:00 A.M. TILL NOON |
| **PROGRAM INCOME**<br>DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N<br>***FOR MORE INFO, SEE PAGE 22 OF RFP** | NO |

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

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

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

schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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

Boom Squad, Inc.
800 S. Evans Ave.
P.O. Box 3902
Evansville, IN 47737-3902
812-425-9170
812-842-2017 *(Fax)*
director@BoomSquadInc.com

Verdelski V. Miller
Executive Director

8/10/20
Date

When BSI activities require specific skills for implementation, there is a network of professionals available thru SAC and other community resources. This relationship with SAC is memorialized in a Memorandum of Understanding as follows:

**MEMORANDUM OF UNDERSTANDING**

Boom Squad, Inc. *(BSI)* and Substance Abuse Council of Vanderburgh County *(SAC),* enter into this Memorandum of Understanding *(MOU)* for the express purpose of BSI implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the Parties that the implementation of the MOU is contingent upon continued funding received by BSI from the Indiana Department of Education. Boom Squad, Inc. and Substance Abuse Council of Vanderburgh County desire to work cooperatively to build an asset based approach to the delivery of services to youth and families. BSI and SAC will implement effective substance abuse prevention strategies for positive youth development as part of the Out-of-School Time Program at BSI.

**PURPOSE:** The purpose of this Memorandum of Understanding is to continue a 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:**

*BSI agrees to:*

1. Act as the fiscal agent of 21st CCLC Funds and ensure these funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of designated eating area, gymnasium, and classroom space at BSI's primary location at 800 S. Evans Ave. Space will include access to needed facilities, office equipment, telephones, and supplies.
3. Work with SAC to implement drug prevention activities such as education programs and distribution of literature that increase the awareness of risks of substance abuse.
4. Provide out-of-school time snacks.
5. Maintain coordination of other agencies and service providers with SAC.
6. Attend SAC monthly meetings for substance abuse prevention training and learn of other substance abuse prevention opportunities.
7. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Program.

*SAC agrees to:*

1. Provide substance abuse prevention resources to BSI.
2. Provide and conduct substance abuse prevention meetings and training to BSI Staff.
3. Support BSI's substance abuse prevention efforts within the framework of SAC's ability.
4. Provide grant funding when BSI meets eligibility requirements and as funding is available.
5. Designate an SAC employee or volunteer to serve on the BSI Afterschool Advisory Team.

**TERMS:** The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both Parties annually. 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 Wally

**AMENDMENTS:** BSI agrees to indemnify, defend and hold harmless SAC, its Board of Directors, Officers, agents and employees from and against any and all claims, costs, demands, expenses *(including attorney 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 BSI. It is understood that such indemnity shall survive the termination of this Agreement.

SAC agrees to indemnify, defend and hold harmless BSI, its Board of Directors, Officers, agents and employees from and against any and all claims, costs, demands, expenses *(including attorney 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 SAC. It is understood that such indemnity shall survive the termination of this Agreement.

**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.

**INDEPENDENT CONTRACTOR STATUS:** The Parties hereto agree that the relationship created by this Agreement is that of independent contractor. Each Party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefit of any kind, as required by law, for its own employees.

**WRITTEN NOTICE:** Any written notice regarding this MOU that needs to be sent to the Parties will be sent to the following address:

Boom Squad, Inc.
P.O. Box 3902
Evansville, IN 47737-3902

Verdelski V. Miller
Director
Boom Squad, Inc.
director@BoomSquadInc.com
812-425-9170

Substance Abuse Council
501 John St., Suite 4
Evansville, IN 47713

**Wally Paynter**

Wally Paynter
Director
Substance Abuse Council
lorraine@drugfreecounty.org
812-422-0626

Verdelski Miller will be the Program Coordinator for BSI and responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by SAC and IDOE.

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

123 NW 4th St., Suite 3
Evansville, IN 47708

445 North Pennsylvania St., Suite 802
Indianapolis, IN 46204

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# Memorandum of Understanding
# Diehl Consulting Group
# and Boom Squad, Inc. 21st CCLC
# August 5, 2020

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to Boom Squad, Inc., as part of their application to the Indiana Department of Education's 21st CCLC grant program.

## Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

***Sam Crecelius, vice president/partner,*** will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

***Dan Diehl, president/partner,*** will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

***Andrea Swain, consultant,*** will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from east Carolina University. She is also a certified Health Education Specialist (CHES).

***Heather Arrowsmith, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

***Jennifer Bellville, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

***Doug Berry, vice president/partner,*** will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

***Amanda Vote, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- 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.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

## Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
    - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
    - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
    - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
    - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
    - Quasi-experimental designs will be used to answer the evaluation questions.
    - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.

- To ensure confidentiality of student records, Boom Squad, Inc. will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.

8/5/2020

Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

Date

Indiana DEPARTMENT OF EDUCATION

21ST CCLC

## COMPLETED NON-PUBLIC CONSULTATION FORM

Verdelski V. Miller on behalf of Boom Squad, Inc. met with Annunciation Catholic School at Holy Spirit on August 10, 2020 in consultation for participation in a 21st CCLC initiative in Evansville, Vanderburgh 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

**XX** No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

David Memmer
Non-Public School Representative
Principal at Annunciation Catholic School at Holy Spirit.

Signature

Verdelski V. Miller

August 10, 2020
Date

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## PROGRAM NARRATIVE

### 1. PROJECT ABSTRACT

Boom Squad, Inc., *(BSI)* is a community based year round Non-Profit 501(c) (3) grass roots youth development organization located in the heart of one of Evansville, Indiana's most urban and poverty stricken residential districts. Our mission is to provide youth, ranging from kindergarten to the completion of high school, the necessary skills to make well-informed choices leading to a healthy lifestyle and successful future.

We are requesting Two Hundred Twelve Thousand Five Hundred Dollars *($212,500.00)* to serve 85 K-12 students at 800 S. Evans Ave. We will extend learning activities from the regular school day to out of school activities on Mon, Tue, Wed, Thur, Fri, and Sat. Our goal is to improve academic performance, desire for civil behavior, and increase hope for the future among our students thru evidence based strategies.

BSI is unaffiliated with any national organization nor do we operate under any other organization's charter. Our most visible activity is a performing drum line consisting of drummers, dancers, and flags. The drum line is a combination of the Youth/ARTS Development Project and the college/university show style drum line experience.

The YouthARTS Development Project is a 1996 comprehensive study conducted by the U.S Dept. of Justice's Office of Juvenile Justice and Delinquency Prevention *(OJJDP)* and the National Endowment for the Arts. The YouthARTS Development Project compares the relationship between arts programs and at-risk youth. These programs involved music, dance, and different art forms. YouthARTS concluded that program participants decreased delinquent behavior, improved attitudes regarding school, and strengthened resistance to peer pressure.

The college drum line experience provides participants a unique opportunity to showcase musical talents at football games, parades, and other extravaganzas. College drum lines are required to have musical talent, self-discipline, self-reliance, team work, and commitment. BSI takes the Youth/ARTS Model and incorporates the college drum line experience.

BSI drum line performances give strong incentives that encourage "at-risk" youth to follow rules, do well in school and disengage delinquency peer associations. BSI drum line performs approximately 35 times per year. BSI Students perform in shows and parades before thousands of spectators; often times in the same events that top college drum lines perform. Students watch these college drum lines battle for ultimate bragging rights.

Students then begin to emulate the college drum lines. This emulation transforms our students into developing a deep desire to attend college or to engage life that is beyond the generational poverty circumstances most of them live. This emulation and

Once in the BSI drum line, students are required to maintain certain minimum standards. Maintaining standards allows the student to travel, perform in front of massive crowds, and often times meet the members of the college drum lines. To maintain and keep these standards, BSI guides students thru our Afterschool Programs designed to assist and meet specific academic outputs, promote positive ideological outcomes, and promote the social and emotional needs of the student. The BSI Out of School and Afterschool Programs subject to 21st CCLC funds are as follows:

*1.* ***Academic Time*** - monitors homework, attendance, and grades. If students miss assignments, volunteers work with them, short term, to make up assignments. Eighty percent *(80%)* of students improved academically and learned the importance of completing tasks.

*2.* ***Academic Mentoring*** – Targets 30 students with severe academic deficiencies and provides long term remediation in core subjects. Ninety percent *(90%)* of students improved academically and learned the importance and necessity of perseverance.

*3.* ***Summer Programs*** – Activities for 45 youth during summer months focusing on financial literacy, health education, career exploration, social skills, and substance abuse awareness. BSI Recreational basketball and football is also available during the Summer Program.

*4.* ***College Access*** – Provides information on post-secondary education. College tours raise expectations by instilling a desire to enroll in and belief to graduate from college or trade school; helps parents/students complete Financial Aid and Admission Applications. Since May 2008, BSI has 98% high school graduation; 62% college enrollment; 16% college graduation. Every BSI student auditioning for a college drum line has made the line and given partial scholarship. BSI has/had former students on drum lines at Stillman, Tuskegee, Kentucky St., Indiana St., Lincoln, Murray St., MS Valley St., W Kentucky, Simmons College, and Purdue.

BSI also has/had students enroll in colleges while not participating on the drum line including: University of Evansville, Ivy Tech, University of Southern Indiana, Miles College, Memphis, Savannah College of Art and Design, Eastern KY, Vincennes, Hanover, Anderson, and Earlham.

*5.* ***Drum Line*** – drummers, dancers, flags; approx. 35 shows per year; performance resume includes NBA Indiana Pacers *(9 times),* WNBA Indiana Fever *(3 times),* Harlem Globetrotters *(2 times),* NFL Experience Superbowl 2012, Disney's Epcot Center, Orlando, FL., 2019 21st CCLC Multi State Conference, Evansville, IN; parades in Birmingham, AL; Memphis, TN; Nashville, TN, St. Louis, MO; Louisville, KY; Cincinnati, OH; Columbus, OH; Dayton, OH; Chicago, IL; Jefferson City, MO; Indianapolis, IN; Houston, TX; Kansas City, MO; New Orleans, LA; and New York, NY.

## 2. PROGRAM QUALIFICATIONS

1. *Minimum Criteria:* Every BSI Student being served by 21st CCLC funds, attends a school with a minimum of 40% Free and Reduced Lunch *(FRL)* Rate or an accepted school rating of 'D' or 'F' or 'Does Not Meet or Approaching Expectations' federal rating; or is a school with a 'B' State Rating and a 60% FRL Rate; or State School Rating with a 'Does Not Meet Expectations' rating and a 35% FRL. Although BSI serves more than 100 students per year, 21st CCLC funds are used only for students that meet the Minimum Criteria. This is why this proposal is submitted for only 85 students. As such, more than 90% of BSI Students served by 21st CCLC funds are free or reduced lunch *(FRL)* recipients.

2. *Origin of Partnership:* BSI has a relationship with Title I Schools in the Evansville-Vanderburgh School Corporation *(EVSC)*. Title I Schools are schools with a large concentration of low-income students. Supplemental federal funds are provided to the school to meet educational goals. It is incumbent upon the school to create a comprehensive needs assessment that specifies why Title I funds are needed and how they will be used. A large number of BSI students attend Title I Schools. Because BSI students primarily attend Title I Schools, BSI Staff and volunteers frequent the schools often to stay connected to our students.

The EVSC/BSI relationship strengthened when BSI membership applications included a "Release of Information" form. BSI required parents to authorize BSI Staff to review students' academic progress, school extra-curricular activities, and disciplinary incidents. Additionally, parents and guardians are required to give the BSI Director access to a student's progress thru electronic means. BSI is able to get involved with a student's academic and behavioral challenges at the first sign of struggle. BSI Volunteers visit schools; sit in class with BSI Students; take BSI Students from the classroom to have one-on-one sessions with them during class time; participate in Parent-Teacher Conferences; participate and offer suggestions to develop specialized Individual Education Plans *(IEP)*; and, participate in Due Process Hearings should such become necessary as determined by the school.

3. *Priority Area – Social Emotional Learning:* BSI has strong College and Career Readiness Program. Nonetheless, we choose Social and Emotional Learning Priority Area. Our efforts in laying a foundation for College and Career Readiness begin with Social Emotional Learning *(SEL)*. SEL is a process for learning life skills to deal with oneself, developing positive relationships, setting goals, and making responsible decisions. SEL helps one feel and show empathy for others, recognize self-emotions, and teaches how to manage our feelings. These are skills that educators identify as not being taught in traditional education curriculums.

BSI will use the evidenced based curriculum developed by the Mendez Foundation known as "to good for drugs and violence" to implement the SEL Program. BSI chooses this SEL curriculum because it is broad enough to use in K-12 settings, yet precise enough to identify goals and produce outcomes for specific age groups. This curriculum also provides methods and technique to monitor and record outcomes.

## 3. PRIORITY POINTS

BSI has a 21st CCLC student participation rate greater than 90% free or reduced lunch *(FRE)* or greater poverty. BSI is located in the heart of one of Evansville's most urban and poverty stricken residential districts. Although an overwhelming majority of our participants live within this residential district, some of our 21st CCLC students do not. Nonetheless, the 21st CCLC students that do not live within the residential district, are also FRL recipients. The FRL determination is made by EVSC; and for purposes of 21st CCLC funding, BSI uses the EVSC FRL determination for all participants.

BSI targets students from schools with the highest FRL populations, i.e., Caze, 93%; Cedar Hall, 97%; Lincoln, 98%; Glenwood Leadership Academy, 94%; Delaware, 97%; Academy for Innovative Studies, 73%; Harwood, 96%. Although BSI students attend several schools, these are the core schools that feed into BSI.

## 4. NEED FOR PROJECT

*1. Data Evidence*

The United Way of Southern Indiana reported in its 2004-2005 Comprehensive Needs Assessment that a primary community issue is that, "children living below the poverty line are more likely to have difficulty in school … and as adults, earn less and be unemployed more frequently" *(p. 58)*. Also written in the report were the needs for affordable recreational activities, and the high rate of expulsion and out-of-school suspensions in Indiana. The Indiana Black Expo, Inc. State of Our Black Youth 2007 Report states that one of Evansville's "Top 5 weaknesses *(relative to the State)*" is the "high rate of black juveniles committed to the Department of Correction *(p. 28)*.

The Indiana Youth Institute *(IYI)* 2020 KIDS COUNT Data Book states that Vanderburgh County has a 'four-year' high school graduation rate of 84.5%. BSI *(with its overwhelming majority "at-risk" population)* has a 98% high school graduation rate. The 2020 KIDS COUNT Data Book shows that Vanderburgh County has a 51% Free and Reduced Lunch (FRL) High School Graduate College Enrollment rate. BSI has a 62% College Enrollment rate while having more than a 90% FRL rate. The IYI statistics further show that in 2018, Children in Need of Services *(CHINS)* rate per 1,000 children under age 18 was 41.1; child abuse and neglect rate per 1,000 children under age 18 was 26.7; juveniles committed to Indiana Dept. of Correction was 37; and, percentage of children living in poverty, 20.1%.

Although the 2020 KIDS COUNT DATA BOOK does not categorize racial and economic statistics relative to school suspensions, standardized testing and graduation rates, educators are aware that at-risk youth are at high risk for low standardized test scores, high school suspensions, and low graduation rates. These factors are included in the very definition of "at-risk". The 2020 KIDS COUNT DATA BOOK points out that 16.2% of 3rd graders in 2019 failed the IREAD Test. Forty-nine percent of students in

grades 3-8 failed the English/Language Arts ISTEP/ILEARN Test. Fifty percent of students in grades 3-8 failed the Math ISTEP+/ILEARN Test.

Accordingly, statistics are consistent for decades showing children living below the poverty line and at-risk youth in Evansville have struggled and continue to struggle in school and life in general. Substantial proportions of these youth lack adequate parental supervision, social support, and are disengaged from school. Such conditions causing identified deficiencies will not be affected or negated by six-week programs or creative anti-drug messages. It is these conditions, however, that put these youth at continued risk for future criminal behavior, poverty, illegal substance use, and dropping out of school.

BSI is a year-round Program addressing key issues including academic performance *(attendance, behavior, disciplinary rates)*; individual self-discipline; juvenile delinquency; identifying positive alternatives to adversity; and making well-informed choices. We focus on decreasing the overall representation of at-risk youth in the judicial system and school suspensions and expulsions; increasing positive attitudes; assessing hope for the future, including the desire to attend college or trade school and secure gainful employment.....and we do this by using the performing arts and engaging the family in a family friendly environment.

To evaluate our students' awareness to engage in activities to break the cycles of poverty, BSI sets four *(4)* fundamental goals. The Goals were identified because these are generally the areas in which most at-risk youth struggle. To determine the effectiveness of our efforts toward these goals, BSI evaluates the students relative to the goals. In a recent BSI year-long evaluation, Diehl Consulting Group evaluated the 4 BSI goals. The key findings of the evaluation are as follows:

Goal 1 -- <u>Strengthen school engagement and commitment</u>

Math and Reading Grades: 62% of regular attendees received a "B" or better as their final math second semester grade, and 62% received a "B" or better as their final reading second semester grade.

School-Day Attendance: 83% of regular attendees had fewer than 5 days absent, and an average of 16.8 tardies *(range 0 to 58)* during the school year *(based on tardies reported)*. Further, 52% of regular attendees reported more than 10 days of being tardy throughout the year.

School Engagement and Commitment: 94% of regular attendees improved or maintained high levels of school engagement and commitment from pre-test to post-test.

Goal 2 – <u>Enhance Leadership Skills</u>

Personal Responsibility: 92% of regular attendees improved or maintained high levels of personal responsibility from pre-test to post-test.

Problem Solving/Situational Leadership: 83% of regularly attending participants improved or maintained high levels of problem-solving/situational leadership from pre-test to post-test.

Goal 3 – Build Self-Esteem and Confidence

Self-Esteem/Confidence: 81% of regular attendees improved or maintained high levels of self-esteem/confidence from pre-test to post test.

Goal 4 – Strengthen Positive Life Skills

Positive Life Choices: 72% of regular attendees improved or maintained high levels of positive life choices from pre-test to post-test.

Out-of-School Suspensions: 95% of regular attendees *(with out-of-school suspension data)* were not suspended out-of-school during the school year. While a high percentage of participants were not suspended out-of-school, 20% of participants *(with in-school-suspension data)* received an in-school-suspension.

When the "Perceived Impact of BSI" was evaluated, findings are as follows:

Positive Impact of the Program: A high percentage of participants reported positive impacts as a result of attending the drum line. Specifically, because of attending BSI…

97% reported that they try to do better in school;
85% reported being a better leader;
85% reported feeling more confident;
87% reported trying to stay out of trouble.

Positive Quality Characteristics: A high percentage of participants reported positive quality characteristics related to BSI.

100% of participants reported the BSI Staff cares about them;
97% reported that staff treats them with respect;
88% reported that they could talk with a staff member about their problems;
100% indicated that they would recommend the program to others;
95% reported overall satisfaction with the program.

Liked Most: Participants were asked to identify what they liked most about BSI. Key themes included:

Academics *(e.g., helps me with my homework);*
Better Choices *(e.g., helps me stay out of trouble);*
Confidence and Leadership *(e.g., helping me be a better leader);*
Peer-Staff Relationships *(e.g., the friendship and family that are always there for you;* and,
Skill Development *(e.g., when they teach me to dance).*

Liked Least: Participants were asked to identify what they liked least about BSI. The primary theme related to areas of improvement included better behavior among participants *(e.g., if everyone is respectful).* Several individuals indicated that nothing needed to change, while several individuals made other comments, but none were identified as a theme.

Will Do Differently: Participants were asked to identify what they will do differently as a result of attending BSI. Key themes related to things that they will do differently included:

Better behavior (e.g., have a better attitude, be better in class);
Leadership (e.g., take a leadership role in the community);
Improve certain music skills.

As for academic tutoring, BSI uses the same strategic methods used by EVSC to tutor and academically instruct disabled participants.

2. *Current Programming available for youth and their families in targeted school areas and summary of service gaps to be addressed by the project.*

It has been said that "it takes a village to raise a child". The problem is, there are no more villages. So we made one. BSI's broad strategic approach is to provide programming that includes addressing complex academic issues, social issues and economic issues. BSI is more than an afterschool program. It is a village. This "village" approach to the overall development of our target audience addresses several "gaps" in traditional afterschool and out-of-school programming.

Social Issues

In addressing complex social issues, BSI's Village aproach demonstrates to students, parents/guardians, and teachers that our afterschool program is active twenty-four *(24)* hours per day; seven *(7)* days per week. In being the village, the work of BSI doesn't actually begin until the BSI activity ends. While students are in the custody and care of BSI Programming, we know what the students are doing. It is when the students leave the BSI activity that the students, parents/guardians, and teachers need to know that the structure of BSI is still in place and the level of participation by the student *(high profile drum line performances)* depends on the consent of the adults in the village.

By the same token, we have to be available to students for critical support. For example, when a family is evicted from a home and in immediate need of food, clothing, shelter, or transportation, BSI Staff and Volunteers are available to immediately house students for an undetermined amount of time. When the unavailability of parents/guardians become apparent, BSI has to be immediately available to take in the students until appropriate accommodations are available. In some cases, the student may live with a BSI Staff or Volunteer for several years during the student's entire balance of his/her high school career *(yes...we have done this; and we have done this without financial assistance from any public or private agency).*

In general, we work together, play together, study together, worship together, repair each other's vehicles, fight court cases together, babysit each other kids, move in each other's homes to care for each other when seriously ill, etc., etc., etc.

Application for membership in BSI requires the parent/guardian to execute a "Release of Information" form that allows BSI Staff access to a students' entire school file including academic progress, extracurricular activities, and discipline. In several cases, BSI Staff is included on the student's school profile as an emergency contact. Thus, BSI has discretion to participate in a student's school life as much as the student's parents/guardians. As such, it is common for BSI Staff to participate in Parent/Teacher Conferences and other school meetings on behalf of a student. Often time, school

administrators contact BSI Staff in reference to a student before the school administrator contacts the student's parent/guardian. And because of the Release of Information requirement for BSI Student Membership, there is no violation of confidentiality regulations.

BSI develops relationships with community and professional event coordinators that give students the opportunity to perform in front of massive crowds at various high profile events *(e.g. college and professional sporting event halftime shows; parades where the Grand Marshall of the parade is a public figure or celebrity; community fundraisers where fundraiser participants are the same school employees the students see every day; etc.).* BSI then prepares the students for the performance focusing on, but not limited to, hard work, commitment, discipline, and teamwork. While BSI prepares the student for the high profile performance, the student is required to 1) attend all classes; 2) turn in all homework; and, 3) respect authority. These are BSI's three *(3)* fundamental rules. If one *(1)* of these rules is violated, the student is not permitted to perform in the high profile event.

BSI then places the school employee *(i.e., teacher, coach, cafeteria worker, bus driver),* in the position of deciding whether the student participates in the celebrated event based on criteria established by the school employee. This strategy connects and includes the school with the "Village". It further sends a clear message to the student that his/her progress is determined by behavior seen, monitored and assessed by everyone in the "Village".

Because BSI Students desire to participate in high profile drum line performances, these students desire to learn more about percussion and music in general at school. BSI has students in the drum line afterschool but are in their middle school and high school bands playing flute, trumpet, violin, tuba, etc. The desire to participate in the drum line at BSI transfers into the desire to participate in music at school connecting our afterschool program with in-school programs. Thus, BSI outcomes are our students' change in attitude regarding more school participation, more school responsibility, better reception to tutoring and better grades, and ultimately graduation.

BSI encourages those with disabilities to participate. In parades, those with disabilities lead the drum line while proudly carrying the drum line banner: whether walking or attached to the participant's wheelchair. And depending on the disability, disabled participants carry a drum just like non-disabled participants. The drum attachment is modified to best fit the participant.

Nonetheless, disabled persons are welcomed and encouraged to participate in the drum line. There is not another program known to BSI that provides disable persons the opportunity to participate at a level of involvement as they have with BSI.

BSI has also customized services to meet the needs of participants including assisting students get driver's licenses; serving as Parent/Guardian for troubled youth at school or in the Juvenile Court System; and serving as food kitchen for hungry families.

We also offer family activities, social and family support, safe haven facility, and free legal services. We have removed troubled youth from the juvenile criminal justice system and reduced the community tax burden by providing challenged youth with loving, caring homes led by responsible, committed BSI Volunteers. We have eased the frustration of Foster Care Parents by transitioning the most challenged youth that are inappropriate for foster care to BSI Families.

Economic Issues

BSI theorizes that education is the most promising path to economic independence for BSI's target audience. We channel our participants into programs that assist students stay on the path to high school graduation and college admission. During the college selection and admission process, students realize they have developed a skill for college scholarships thru BSI. College and University Marching Bands award partial scholarships to band members. Thus, students that traditionally never considered college and are unable to afford its cost, are now able to use their BSI skill to not only enroll but also pay college tuition. Furthermore, because the college recruitment process identifies the importance of BSI values *(hard work, discipline, teamwork, commitment, etc.),* the student realizes they now have values that are evaluated by college recruiters and employers for selection.

Thus, BSI's strategic "Village" concept and approach has produced an outcome of changed thought process of at-risk youth to understand and appreciate the values of the "Village", *(i.e., hard work, discipline, teamwork, commitment, etc.)*, thus, strengthening his/her position for college or employment selection.

BSI positions students to complete high school, enroll and complete college, and gain employment. For those students who do not attend college, BSI instills a work ethic necessary to compete in the workforce and be the candidate of choice of any employer.

*3. Existing 21st CCLC Programs that will be enhanced by BSI Programs*

After school activities are generally concluded at approximately 5:00. *(Sporting events are exceptions).* Nonetheless, according to the Office of Juvenile Justice and Delinquency Prevention, *(OJJDP Statistical Briefing Book released Oct. 22, 2018)*the largest proportion of juvenile crime occurs on school days between the hours of 3:00 p.m. and 7:00 p.m. OJJDP statistics state that sixty-two *(62%)* of crimes committed by juveniles occur on school days between the hours of 3:00 p.m. and 7:00 p.m.

BSI begins activities at the conclusion of the academic day. Our program is specifically designed to grab the interest of at-risk youth and reduce the statistical opportunity for juvenile delinquency. BSI's programming is scheduled for Tuesday thru Friday 3:00 p.m. to 7:00 p.m. and Saturdays 10:00 a.m. till noon.

BSI performs approximately 35 time per year. These performances mostly occur on weekends. Most performances require 6 -8 hours to facilitate. Time includes loading, unloading, and transporting equipment; eating snack or meal before or after event; performing; transporting students home. Primary tasks *(loading drums, cleaning drums, repairing drums, cleaning bus, etc.)* are performed by the students. This "out of school"

time enhances other 21st CCLC Programs and reduces the statistical opportunity for juvenile delinquency all while giving students an exciting community outlet and developing a skill for college opportunities.

Performances expand out of school activities to include weekend and holiday hours. These hours are recorded at the time of the event. The following chart list schools that are eligible for 21st CCLC funds where the majority of BSI students attend during regular school hours. After students leave these, they attend and participate in BSI afterschool and out of school programming.

| School | Tutoring M, T, W, Th, and Fri. Afterschool till 5:00 p.m. for 85 students | Expansion/enhancement for 85 students 5:00 p.m. – 7:00 p.m. M, T,W, Th, Friday Drum line practice. Sat. 10:00 a.m. till noon Drum line |
|---|---|---|
| Glenwood Leadership Academy | Activities immediately after school | Drum line |
| Lincoln School | Activities immediately after school | Drum line |
| Fairlawn Elementary School | Activities immediately after school | Drum line |
| McGary Middle School | Activities immediately after school | Drum line |
| Lodge Community School | Activities immediately after school | Drum line |
| Academy for Innovative Studies | Activities immediately after school | Drum line |
| Washington Middle School | Activities immediately after school | Drum line |
| Dexter Elementary School | Activities immediately after school | Drum line |
| Tekoppel Elementary School | Activities immediately after school | Drum line |
| Delaware Elementary School | Activities immediately after school | Drum line |
| Cedar Hall Community School | Activities immediately after school | Drum line |
| Caze Elementary School | Activities immediately after school | Drum line |
| Harwood Preparatory School | Activities immediately after school | Drum line |
| Evans School | Activities immediately after school | Drum line |

4. *Needs and services identified and how partners were involved in assessing the needs and services in the community.*

Information regarding needs and services of youth in the Evansvville community were assessed by United Way, Indiana Youth Institute, Welborn Foundation, Indiana Black Expo, OJJDP, and BSI evaluations. The statistics, data, evaluation results, and information presented by these agencies, were conducted using their research methods and included in their official reports to the community. BSI results were compiled using pre-test/post-test and evaluation methods used by Diehl Consulting.

**5. PARTNERSHIPS *(Completed MOUs in Appendix 1)***

*1. Project Collaboration*

Generally, BSI is an extension of EVSC academic and socio-economic support. However, BSI's primary collaborator is Substance Abuse Council of Vanderburgh County *(SAC)*. BSI/SAC collaborates increase substance abuse awareness among participants. SAC was organized in 1990 in cooperation with United Way Task Force

on alcohol and drug abuse. In 1995, it was granted 501(c)(3) tax exempt status and expanded to include a broader representation of community groups under the Governor's Commission.

BSI/SAC has existed since June of 2009. SAC provides substance abuse awareness information and financial support to BSI. This information comes in the form of free printed literature, substance abuse awareness training for BSI Staff and Volunteers, grants to purchase supplies for BSI operation, and monthly meetings with other community organizations *(mental health professionals, law enforcement, treatment agencies, prevention agencies, etc.)* to stay current on community efforts to combat substance abuse in Vanderburgh County.

21st CCLC funds will be used to provide support to SAC by having the drum line participate and perform at SAC public events. 21st CCLC funds will be used to transport students to SAC events, to maintain the equipment used for performances, and, registration for any SAC development workshop for students or staff.

BSI also collaborates with Diehl Consulting Group for program effectiveness.

*1. Identifying Partners*

BSI uses a "hands-on" and "visual" approach to determine with which organizations to collaborate. We look at a potential partner's community engagement, determine if that engagement has or will have a significant positive impact on BSI's target audience, and then review the Organization's mission statement to determent if the Organization's community engagement is the implementation of the mission statement. After making these determinations about a potential partner, we then determine if the potential partner's mission is consistent with and supports BSI's mission. Should the organization meet this criteria, BSI will then collaborate. This is how BSI began collaboration with SAC.

*2. Volunteers*

BSI uses a "Village" concept approach *(See Section 4: Need for Project; Item 2: Current Programming available for youth and their families in targeted school areas and summary of service gaps to be addressed by the project, to review the narrative of the "village).* Most of our volunteers are parents and other family members of our participants. Our volunteers are directly engaged with our students because they are direct family members of our students. Those volunteers that are not family members are community leaders whose personal mission is to assist the youth of Evansville. Those volunteers that have direct and regular contact with our students are approved for service after passing a criminal background check.

BSI is able to recruit and maintain parent participation because the BSI Parents are responsible for the implementation of many of BSI activities. We have been called by some in Evansville's Urban Community as "a group of parents that simply refuse to lose our kids to the streets". Most of BSI volunteers are hard working parents, grandparents, aunts, uncles, siblings, and concerned adults with a passion to work together for the long term benefit of our youth.

## 6. PROGRAM DESIGN

### *1. Recruitment*

BSI began as percussion class of 7 students in January 2003 at New Hope Missionary Baptist Church. The church attempted to start a music school to train youth to be future musicians in the church. The church is located in the heart of one of Evansville's most urban, poverty stricken residential neighborhoods. The church was unable to maintain the music school and after about ten *(10)* months, the music school dissolved.

However, having incorporated interests of the students from its beginning, the percussion class was slowly evolving into a performing drum line. And because we continued to grow, the church could no longer accommodate the percussion class/drum line operational needs. As such, the percussion class/drum line relocated and began as its own independent organization.

As an independent organization, the drum line performed at events in Evansville's urban, poverty stricken neighborhoods. Parents and students living in these neighborhoods would see the performances and express a desire to join the drum line. To this day, parents and students are primarily attracted to BSI because of the performing drum line. And because members of the drum line are still primarily from Evansville's urban, poverty stricken neighborhoods, where there is a lack of neighborhood activity, these are the parents and students that gravitate to BSI.

The following chart includes but do not limit the K – 5th grade and K – 6th grade core schools that BSI students attend eligible for 21st CCLC funds. However, because of school transportation though out Evansville's urban, poverty stricken neighborhood, BSI students may attend other elementary schools not listed.

| Elementary Schools<br>K – 5 and K – 6 | Current programs (M-F Tutoring and Drum line practice afterschool till 7:00 p.m. for 85 students) | Expansion/enhancement programs (M-F Tutoring and drum line practice |
|---|---|---|
| Fairlawn Elementary School | Activities immediately after school | Tutoring, drum line |
| Tekoppel Elementary School | Activities immediately after school | Tutoring, drum line |
| Delaware Elementary School | Activities immediately after school | Tutoring, drum line |
| Evans School | Activities immediately after school | Tutoring, drum line |
| Dexter Elementary School | Activities immediately after school | Tutoring, drum line |
| Caze Elementary School | Activities immediately after school | Tutoring, drum line |

The following chart includes but do not limit the 6th – 8th grade core middle schools that BSI students attend eligible for 21st CCLC funds. However, because of school transportation though out Evansville's urban, poverty stricken neighborhood, BSI students may attend other middle schools not listed.

| Middle Schools<br>6 – 8 | Current programs (M-F Tutoring and Drum line practice afterschool till 7:00 p.m. for 85 students) | Expansion/enhancement programs (M-F Tutoring and drum line practice |
|---|---|---|
| Washington Middle School | Activities immediately after school | Tutoring, drum line |
| McGary Middle School | Activities immediately after school | Tutoring, drum line |
| Academy for Innovative Studies | Activities immediately after school | Tutoring, drum line |

The following chart includes but do not limit the K – 8th grade core schools that BSI students attend eligible for 21st CCLC funds. However, because of school transportation though out Evansville's urban, poverty stricken neighborhood, BSI students may attend other schools not listed.

| Schools<br>K – 8 | Current programs (M-F Tutoring and Drum line practice afterschool till 7:00 p.m. for 85 students) | Expansion/enhancement programs (M-F Tutoring and drum line practice |
|---|---|---|
| Lincoln School | Activities immediately after school | Tutoring, drum line |
| Lodge Community School | Activities immediately after school | Tutoring, drum line |
| Glenwood Leadership Academy | Activities immediately after school | Tutoring, drum line |
| Cedar Hall | Activities immediately after school | Tutoring, drum line |

The following chart includes but do not limit the core 9th – 12th high schools that BSI students attend eligible for 21st CCLC funds. However, because of school transportation though out Evansville's urban, poverty stricken neighborhood, BSI students may attend other schools not listed below.

| High Schools<br>9 – 12 | Current programs (M-F Tutoring and Drum line practice afterschool till 7:00 p.m. for 85 students) | Expansion/enhancement programs (M-F Tutoring and drum line practice |
|---|---|---|
| Bosse High School | Activities immediately after school | Tutoring, drum line |
| Harrison High School | Activities immediately after school | Tutoring, drum line |
| Harwood Preparatory School | Activities immediately after school | Tutoring, drum line |

Drum line performances have now expanded to regional and national events. The drum line performs at parades, community events, corporate grand openings, and college and professional sporting events. Because of significant public appearances, parents and students regularly request information on the procedure for membership. So long as BSI performs at public events, it is anticipated that interest in membership will continue.

*2. Community Data*

The United Way of Southern Indiana reported in its 2004-2005 Comprehensive Needs Assessment that a primary community issue is that, "children living below the poverty line are more likely to have difficulty in school … and as adults, earn less and be unemployed more frequently" *(p. 58)*. Also written in the report were the needs for affordable recreational activities, and the high rate of expulsion and out-of-school suspensions in Indiana.

The Indiana Youth Institute 2020 KIDS COUNT Data Book states that Vanderburgh County has a 'four-year' high school graduation rate of 84.5%. BSI *(with its overwhelming majority "at-risk" population)* has a 98% high school graduation rate. The 2020 KIDS COUNT Data Book shows that Vanderburgh County has a 51% Free and Reduced Lunch (FRL) High School Graduate College Enrollment rate. BSI has a 62% College Enrollment rate while having more than a 90% FRL rate.

The Indiana Black Expo, Inc. State of Our Black Youth 2007 Report states that one of Evansville's "Top 5 weaknesses *(relative to the State)*" is the "high rate of black juveniles committed to the Department of Correction *(p. 28)*. IYI 2018 statistics for Vanderburgh County show juveniles committed to Indiana Dept. of Correction was 37. Indiana Department of Correction 2019 Vanderburgh County statistics show 22 juveniles committed. This ranks 3rd among all Indiana Counties.

The Indiana Youth Institute *(IYI)* 2020 KIDS COUNT Data Book states that Vanderburgh County has a 'four-year' high school graduation rate of 84.5%. BSI *(with its overwhelming majority "at-risk" population)* has a 98% high school graduation rate. The 2020 KIDS COUNT Data Book shows that Vanderburgh County has a 51% Free and Reduced Lunch (FRL) High School Graduate College Enrollment rate. BSI has a 62% College Enrollment rate while having more than a 90% FRL rate. The IYI statistics further show that in 2018, Children in Need of Services *(CHINS)* rate per 1,000 children under age 18 was 41.1; child abuse and neglect rate per 1,000 children under age 18 was 26.7; and, percentage of children living in poverty, 20.1%.

Although the 2020 KIDS COUNT DATA BOOK does not categorize racial and economic statistics relative to school suspensions, standardized testing and graduation rates, educators are aware that at-risk youth are at high risk for low standardized test scores, high school suspensions, and low graduation rates. These factors are included in the very definition of "at-risk". The 2020 KIDS COUNT DATA BOOK points out that 16.2% of 3rd graders in 2019 failed the IREAD Test. Forty-nine percent of students in grades 3-8 failed the English/Language Arts ISTEP/ILEARN Test. Fifty percent of students in grades 3-8 failed the Math ISTEP+/ILEARN Test.

All these statistics show a need for meaningful out of school programming such as BSI.

### *3. Parental Involvement*

BSI is a youth development organization with family development activities. And because the performing drum line is our public face, we choose to perform at events only designed to include activities for the entire family. More often than not, the event is free or offered at a reduced admission fee to the BSI drum line and their families. Thus, these events are opportunities for our parents and drum line performers to attend and enjoy free sporting events, free concerts, free carnivals and circuses, etc., etc. as a family.

Any time BSI performs, it is the parents of the drum line performers that work with the drum line, to determine the best way to participate in the event with little or no complications. Because of this inherent structure of the BSI Program, parents and siblings of the drum line performers are actively involved with their child*(ren)* by default. And although there are some parents that rarely participate in anything BSI is a part, the majority of our parents adjust their schedules and are available addressing hands-on responsibilities. These parents are also involved with tutoring and academic enrichment. When a BSI student is facing an academic problem during tutoring that no one at the tutoring session is able to resolve, it is the parent that seeks outside community help to solve the problem.

BSI implements a "Village" approach to its afterschool out-of-school programming. BSI Staff, volunteers, parents, and students work together, play together, study together, worship together, repair each other's vehicles, fight court cases together, babysit each other kids, move in each other's homes to care for each other when seriously ill, etc., etc., etc. BSI Staff or volunteer is included on the student's school profile as an emergency contact. BSI has discretion to participate in students' school life. BSI Staff regularly participates in Parent/Teacher Conferences and other school meetings with parents and students. School administrators routinely contact BSI Staff in reference to a student before the school administrator contacts the student's parent/guardian. And because of the Release of Information requirement for BSI Student Membership, there is no violation of confidentiality regulations.

BSI develops relationships with community and professional event coordinators that give students the opportunity to perform in front of massive crowds at various high profile events *(e.g. college and professional sporting event halftime shows; parades where the Grand Marshall of the parade is a public figure or celebrity; community fundraisers where fundraiser participants are the same school employees the students see every day; etc.).* BSI then prepares the students for the performance focusing on, but not limited to, hard work, commitment, discipline, and teamwork. While BSI prepares the student for the high profile performance, the student is required to 1) attend all classes; 2) turn in all homework; and, 3) respect authority. These are BSI's three *(3)* fundamental rules. If one *(1)* of these rules is violated, the student is not permitted to perform in the high profile event.

BSI then places the parent and school employee *(i.e., teacher, cafeteria worker, bus driver),* in the position of deciding whether the student participates in the celebrated event based on criteria established by the school employee. This strategy connects the family and the school with the "Village". It further sends a clear message to the student that his/her progress is determined by behavior seen, monitored and assessed by everyone in the "Village".

***4.*** *Snacks and Meals*

BSI serves snacks at every afterschool or out of school activity. Snacks are generally given 15 minutes before the conclusion of the activity. However, when the

drum line has an engagement to perform at an "off-site" event that is to last 4 hours or more, all students and parents are given a meal.

All snacks given are "Smart Snacks" as approved by the United States Department of Agriculture *(USDA)* Smart Snacks Guidelines. Smart Snacks Guidelines are a list of standards for foods and beverages sold outside of the federal reimbursable school meal programs during the school day. *(Generally, these are the items sold in vending machines at schools).* These items are called "competitive foods" because they compete with school meal programs.

As of the 2014–2015 school year, all competitive foods and beverages sold during the school day must meet or exceed Smart Snacks in School nutrition standards, which include limits on fat, sugar, sodium, and calorie content. These standards are the minimum requirements set by USDA for all schools. BSI follows these standards.

Food is not eligible for 21st CCLC funds. Nonetheless, BSI resources provide food and snacks for BSI activities. The Bread of Life Ministry Inc. food pantry provides food for 120 BSI families per month. Each 3rd Friday of every month for the past 6 years, BSI staff travels to Lynnville, IN to pick up food and snacks for BSI families and BSI activities. This supply of food for BSI families is also used for BSI activities.

***5.*** *Weekly Schedule (2 locations)*

| **Hours and Weeks of 21st CCLC Program Operation for Students and Families** | | | | |
|---|---|---|---|---|
| **School Year – Hours per day** | | | | |
| | Week day Before school | Week day After school M,T, W, Th, F. | Weekend Days Saturday | Evening M,T,W, Th, F Drum Line |
| Hours with Students | 0 | Tutoring and Study Time 3:00 p – 5:00 p | Drum Line 10:00 a.m. Till Noon | Drum Line 5:00 p – 7:00 p |
| Hours with Family members | 0 | 6 | 2 | 6 |
| Number of days per week | 0 | 3 | 1 | 3 |
| Number of weeks | 0 | 30 | 50 | 38 |
| **Total Program Hours** | 0 | 180 | 100 | 228 |

| **Summer Hours (1 location)** | | | |
|---|---|---|---|
| | Weekday M,T,W, Th. | Weekend Days | Evening |
| Hours with Students | 32 | 0 | 0 |
| Hours with Family members | 0 | 0 | 0 |
| Number of days per week | 4 | 0 | 0 |
| Number of weeks | 12 | 0 | 0 |
| **Total Program Hours** | 384 | 0 | 0 |

BSI's program is implemented within the scheduled in the above chart. The following is a list of primary activities that generally fall within the above listed chart. In all cases, parents of the students are present serving as chaperones, instructors, site monitors, meal preparers, event coordinators, equipment managers, facility managers *(i.e., yard maintenance, van drivers, janitors,)* etc.

The following is an explanation of activities during the above referenced times.

**-Drum line practice and performances.** Tuesdays and Fridays, 5:00 p.m. to 7:00 p.m.; Saturdays 10:00 a.m. to noon.

**-Computer monitoring while students are on computers during academic time and tutoring Tuesdays, Wednesday, and Fridays from immediately after school till 5:00 p.m..** Students' social networking pages are regularly monitored. *(BSI Students are required to have one BSI adult volunteer as a "Friend" on any social networking page on the Internet).* BSI Adult Volunteers randomly monitors social networking pages to make sure the BSI student is complying with BSI rules.

**-After school tutoring.** Tuesday, Wednesday, and Friday 3:00-5:00 p.m. BSI volunteer retired teachers and community volunteers work with students to keep the students current with homework assignments and regular school studies.

**-Open Gym** *(located at 800 S. Evans location open to 21st CCLC students at both locations)* **on days that school is not in session during the school year.** Students are allowed to play basketball, dodge ball, and other activities in the gym under adult supervision.

**-Regular school visits by BSI Director** keeps BSI informed with student progress. *(Students are required to have a release of information of school information on file with BSI Management. At the slightest indication of difficulty at school, the BSI Director is contacted and will visit the school to address the situation and to assist the student stay on a path of success)*

**-Summer Peer to Peer Day Camp.** Monday, Tuesday, Wednesday, and Thursday, 9:00 a.m. – 4:00 p.m. during summer months beginning the first Monday after the last day of the academic term's Spring Semester. Middle school and elementary school students are placed in different groups, with a minimum of two high school students assigned to each group. Groups are encouraged to work together by coming up with a team name, mascot, song, and cheer. The high school students are responsible for encouraging everyone to participate, help with ideas for the group, and to keep their group of younger students on task.

Summer Day Camp is also the BSI Program where community participation is sought. The groups listed in the above paragraph participate in workshops and lecturer that address issues such a financial literacy, substance abuse awareness, career opportunities, traditional manners, etc.

**-Summer Band Camp**. Usually the 3rd full week of July. *(6 days/5 nights at private camp site).* A week-long overnight workshop used to teach what is generally required to participate in the drum line.

Band Camp is also the time students are selected as leaders to lead the squad for the upcoming academic year. Selection is based on discipline, academic progress, ability to follow rules, etc. The candidate is monitored for 6 months prior to the selection. Once the candidate is selected, he/she is required to list the traits they consider a strong leader

should posses. This list is then placed in contract form and the student signs the contract. This gives the student an individualized contract with BSI that was negotiated with their terms outlining expected responsibilities and qualities.

**-BSI "Contract".** In rare occasions a student is placed under contract. The Contract is negotiated as follows: Because of continued behavior difficulties, a student is asked what is BSI attempting to do for him, what is BSI attempting to do with him, and, what is his role in BSI. Upon listing responses, BSI will draft them in Contract form. The terms and conditions of the Contract will be the responses listed by the student and drafted by BSI.

The student then signs the contract thereby giving him terms and conditions to live by while in BSI. And because the terms and conditions of the Contract were put in place by the student, he/she will know exactly what is expected of him/her without exception. Should the Contract be breached, the student will be placed on restrictions where he will be require to do BSI chores which may include washing or cleaning travel busses, loading and unloading the transportation trailer, cleaning the equipment room, writing letters to school teachers, writing a report relative to an event at which he recently performed, or a more strict curfew, House Arrest, etc. The Contract is discussed, written, and implemented during academic time, drum line practice, and throughout the day at school and in the community.

**6.** *Alignment to Standards*

The Indiana Academic Standards are not a curriculum; identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Indiana Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. As an independent organization, BSI will implement only evidenced based curriculum to carry out academic or social projects or any project strategically designed to render in a specific outcome.

Indiana Department of Education has 5 primary fields of Afterschool Standards. These 5 fields are divided into a total of 38 categories. Included in the 38 categories are 165 sub categories. Within the 165 sub categories are 657 topics for rating indicators. The following is a summary of how BSI aligns with the Indiana Afterschool Standards' 5 primary fields:

**- Field 1, Human Relationships Standard:** students, staff, volunteers, and parents work together and share information in positive ways to develop drum line shows and help students stay current with academics; staff is always responsive to student needs and desires; staff uses positive technique to guide student behavior; staff supports family involvement in the program.

**- Field 2, Indoor/Outdoor Environments Standard:** The BSI Facility is a former school building, assessable to the disabled, setting on 3 acres of land with a gym, large all-purpose rooms used as classrooms, kitchen, restrooms, and storage space able to accommodate all students and a wide range of afterschool activities on-going simultaneously without disruption. The building has an evacuation plan familiarized by

all staff and is annually inspected by emergency management professionals to meet State of Indiana emergency management guidelines.

**- Field 3, Programming and Activities Standard:** BSI keeps confidential records on student progress and is evaluated annually by Diehl Consulting to determine the effectiveness of the program. The safety and security of all student are protected. BSI academic and drum line programming is evidenced based, has scheduled times, and promotes the organization's mission. There are specific times for study, homework, play, and drum line practice. There are specific times for age appropriate activities, parents to interact with students, and times for professionals to engage with students on life skills, higher education, and career paths. BSI also provides a range of activities to accommodate diverse interest. Students can play on the drum line, participate on the dance team, or work with the flag squad in addition to playing computer games and open gym *(basketball, volleyball, dodge ball).* Staff is qualified for their assigned tasks.

**- Field 4, Safety, Health, and Nutrition Standard:** There are no safety hazards in our building. Our vehicles pass annual inspection for registration. Our building passes annual inspection by Indiana Fire Marshall Office. The heating, air conditioning, and water systems have all passed inspection. Our building has an evacuation plan known by all staff. Only authorized individuals are permitted to pick up students at the conclusion of any activity. Student are always supervised by trained staff while in the care of BSI. There is a ratio of 1 staff or volunteer to 6 students at all times. Staff and volunteers are trained to engage students according to risk factors. *(example: a student with a reputation for bullying, is monitored in a smaller group than usual with one staff and one volunteer. The student will have no idea that he/she is being closely monitored because of previous actions or reputation).* The majority of staff is CPR trained. Finally, only "smart snacks" are given during snack time. *(See Section 6; Item 4 for explanation of "smart snacks")*

**- Field 5, Administration Standard:** Mission Statement sets forth the program's philosophy. Staff has job descriptions and trained to carry out tasks and responsibilities. Program hours are based on family needs, organization capacity, and student school schedules. Financial management supports program goals. We invest in training and professional development of staff and volunteers with orientation and specific training for specific tasks relative to assigned responsibilities. BSI collaborates with community stakeholders to enhance outcomes *(i.e., promote positive thinking among our students and applying that thinking to be better citizens)* and outputs *(i.e., increasing the number of participants and continued growth).*

**7.** *Staff Recruitment and Retention:*

BSI's recruiting-retention plan is based on three *(3)* strategies: 1) organization culture; 2) clear expectations; 3) owners of success.

***Organization Culture***. From its beginning, BSI made clear that BSI would promote an open and inclusive culture relative to employment, volunteerism, and student

participation. BSI would deny no one an opportunity to participate in any capacity based on race, creed, color, gender, national origin, sexual orientation, religion, or age.

This openly seen organization culture attracts employees and volunteers with the same mindset. BSI staff and volunteers then develop their individual skills to address specific needs and challenges of individual students. Because of this culture and individual mindset, BSI staff and volunteers are comfortably able to work with and relate to students with various challenges, *(language barriers, behavioral, mental, and emotional challenges, generational poverty, academic deficiencies, etc.)*

***Clear expectations***. BSI has a handbook that is given to all employees and volunteers electronically. Included in the handbook are policies and procedures designed for the BSI organization. Theses policy and procedures include everything from Organization Mission to procedures on transporting students in volunteer vehicles when the BSI bus or van is unavailable. Should a staff member or volunteer violate a policy or procedure, the staff member or volunteer will face discipline. Discipline is administered based on the circumstances of the violation.

BSI has job descriptions for these jobs: Executive Director, Deputy Executive Director, Academic Tutor, Instructor, Guidance Counselor, Development Officer, Site Monitor, Facilities Manager, Activities Director, Program Coordinator, and Communications Director. The lowest hourly wage for BSI staff is $13.00 per hr. BSI has a flex time schedule allowing staff to work around their personal schedules as much as possible, bring their children to work, generous sick leave, and time off when needed.

After staff and volunteers are made aware of expectations, BSI then provides the tools to meet those expectations. Professional development and training are provided to staff and volunteers to assist in meeting the goals and expectations of their position. Equipment, *(office supplies, furniture, computer software and hardware, physical space, etc.)*, liability insurance, and individual decision making input allows staff and volunteers to efficiently perform their duties without worrying about administrative short comings.

***Staff and Volunteers are owners of the organization's success***. Every BSI drummer that has auditioned for a college drum line has made the line. One of our 2020 high school graduates *(from a single parent, poverty stricken family)* is scheduled to audition for the Purdue drum line in August 2020. Over the past 5 years, BSI families have taken in 3 homeless youth. All 3 youth have graduated high school with 2 of the youth attending college on the college drum line. The third former homeless youth is still working on college admission but told BSI staff that the happiest day of her life was when she got her driver's license using a BSI family's address because she did not have a permanent address of her own. One antisocial autistic student with serious behavior issues has become more sociable and has almost completely gotten control of his

These are just a few of the recent success stories that BSI staff and volunteers boast. BSI staff and volunteers tell these kind of stories to friends, family, and stakeholders on a daily basis. However, not only are these success stories told, but the individuals telling the story are directly involved with the story itself. The author of the success story is often times, the individual that was "hands-on" in making the story happen. This form of ownership in the organization keeps staff and volunteers engaged with the organization, increases a desire to develop with the organization, and fosters a consciousness of loyalty to the organization for years.

7. **EVIDENCE OF PREVIOUS SUCCESS** *(Appendix 4: Quality Leader Certificate and Summary for Services Provided during COVID 19 Stay Home Order)*

*Successful student recruitment and retention efforts.* Students are primarily attracted to the afterschool program because of the performing drum line. This unique element of the afterschool program gives BSI an advantage in recruitment and retention. BSI offers youth an Afterschool Program as exciting as anything the "streets" have to offer. And we offer the program using Indiana Afterschool "Best Practices", align with the Indiana Quality Program Self-Assessment and align with the Indiana Afterschool Standards. *(See appendix 4).* We were voted Indiana's number one *(#1)* afterschool program for the 2017-2018 academic term by the Indiana Afterschool Network.

On October 13, 2017, BSI received a 21st CCLC Cohort 8 Monitoring Report and Corrective Action Summary. BSI was instructed to take immediate action to address IDOE Recommendations. On November 24, 2017, BSI responded to the Cohort 8 Monitoring Report outlining immediate actions to address IDOE Recommendations. The corrective immediate actions included implementing the IXL Math Curriculum and myON Reading Curriculum; rearranging building space to designate "study zones" to accommodate student study; and, acquiring 4 licensed current and former EVSC Teachers to tutor specific subjects.

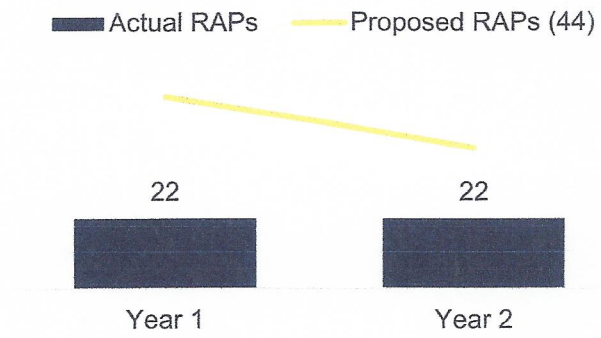
On January 3, 2018, IDOE 21st CCLC notified BSI that the actions taken to address the findings in the Cohort 8 Monitoring Report were sufficient to satisfy the requirements of the corrective action. BSI timely corrected and resolved the issues identified in the Cohort 8 Monitoring Report and Corrective Action Summary.

Finally, Cohort 8 evaluations did not include students participating in our Mentoring Program nor our College Access Program. Nor did attendance records logged in the E-Z Report monitoring program accurately reflect true attendance.

Because all BSI programs were not included in Cohort 8 evaluations prior to yr. 3, and input of attendance to E-Z Reports, our attendance was not accurately reflected. Now that we use Cayen and provide the evaluator with all BSI Program information, we will always meet target attendance.

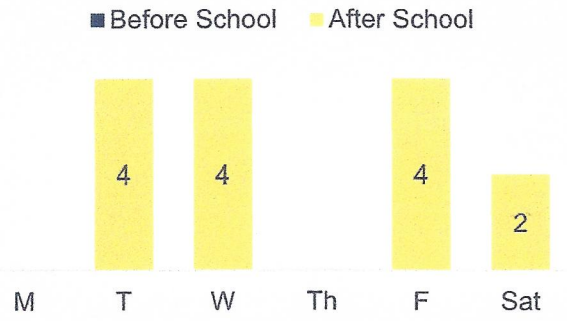
## Program Participation and Participant Characteristics

### School-Year Attendance




### Program Hours Offered per Week

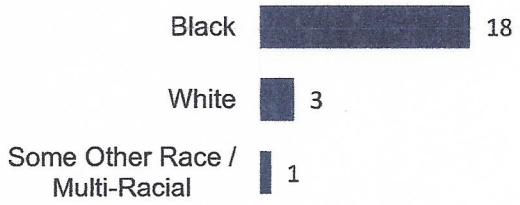
(2018-2019 School Year)




Total Attendance Days: **135**
(2018-2019 School Year)

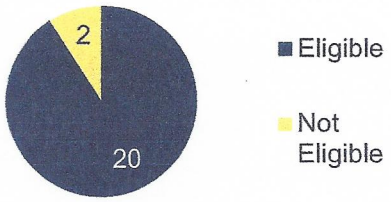
### Race

Among 2018-2019 RAPs




### Free and Reduced Lunch

Among 2018-2019 RAPs




### Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: **7**
- Intermediate/Middle School: **6**
- High School: **9**

## Opportunities for 2019-2020

**Student Recruitment and Retention:** During Year Three, the site is encouraged to increase enrollment in the afterschool program. Attendance targets were not met during Year One or Year Two. Given the benefits of regular program participation, staff are encouraged to continue and refine recruitment/retention efforts. The site may consider developing incentive levels and rewards for students that are on track to meeting the regular attendee target by spring. Further, staff may also consider reaching out to parents and students who have stopped coming to identify any barriers for their participation. Finally, staff may consider implementing an attendance policy to further outline attendance expectations for youth that wish to participate in special field trips, college visits or outside performances.

**Missing Data/Data Access:** Access to student records continues to be an area where the site struggles. While the site used the parent access portal (RDS), this has proven to be an ongoing challenge (as many parents did not have their parent portal set up). As the site moves into Year Three, it is important for the site to review data collection procedures and develop strategies to obtain data for reporting. Additionally, the site should cross-train additional program staff on the data reporting software (Cayen) to assist with daily data entry responsibilities. The program director and site coordinator are also encouraged to discuss the evaluation plan and data collection activities with staff and parents to ensure all stakeholders are familiar with and understand the importance of collecting this information (Standards 13b, 27, 37).

## 2018-2019 Performance Measure Progress

### Academic Outcomes

| Outcome | Target | Performance Measure |
|---|---|---|
| **75%** | 50% | 50% of regular attendees will earn a "C" or better or increase their ELA grade from fall to spring. |
| **53%** | 40% | 40% of regular attendees will earn a "C" or better or increase their math grade from fall to spring. |
| **63%** | 50% | 50% of regular attendees will improve or need no improvement to 'turning in his/her homework' by spring, as reported by school day teachers (DOE Teacher Survey). |
| **88%** | 50% | 50% of regular attendees will improve or need no improvement to 'academic performance' in spring, as reported by school day teachers (DOE Teacher Survey). |

### Social/Behavioral Outcomes

| Outcome | Target | Performance Measure |
|---|---|---|
| **93%** | 60% | 60% of students will report that the afterschool program has helped them make better decisions as measured by the spring Quality Improvement Scale. |
| **--** | 60% | 60% of regular attendees will have no suspensions during the school year. |

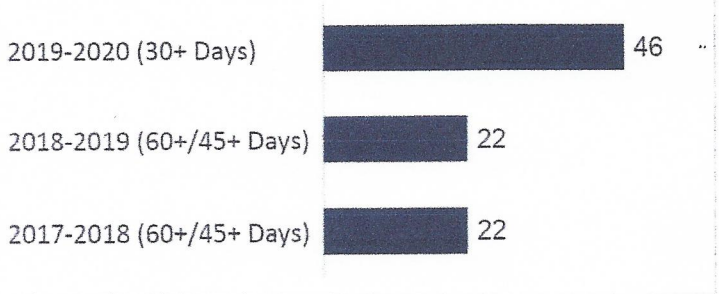
### Family Engagement Outcomes

| Outcome | Target | Performance Measure |
|---|---|---|
| **89%** | 50% | 50% of parents will report regular participation ("a few times a week" to "daily") in talking to their child about the school day as measured by the spring Quality Improvement Scale. |
| **100%** | 50% | 50% of parents will report regular participation ("a few times a week" to "daily") in helping (or encouraging) this child to complete homework assignments as measured by the spring Quality Improvement Scale. |

## Program Attendance & Participant Characteristics (In-Person School-Year Programming)

### School-Year Program Attendance

Proposed RAPs per Year = 44




**Total In-Person Attendance Days: 115**
Last Day of In-Person Programming: 3/13/20
Last Day of Participants' School Year: 5/8/20

### Participant Grade Level

Among 2019-2020 RAPs

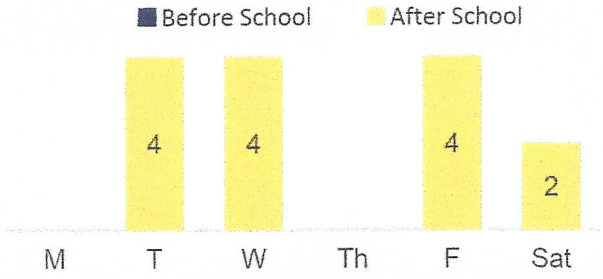
- Elementary School: **15**
- Intermediate/Middle School: **7**
- High School: **24**

### Free and Reduced Lunch

Among 2019-2020 RAPs

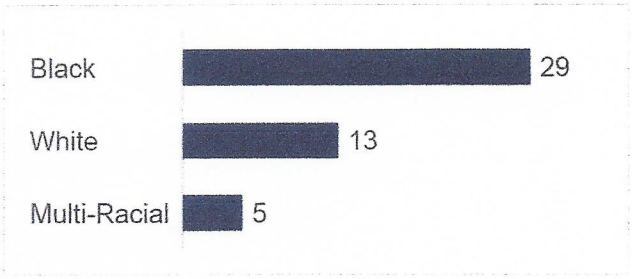
### Program Hours Offered per Week

2019-2020 School Year




### Race

Among 2019-2020 RAPs




## Accomplishments & Opportunities (In-Person School-Year Programming)

**Program Attendance:** During Year Three, the site met the regular attendee target of 44 RAPs. While the threshold was lowered to 30 days due to school and program closure, the program credits the new Cayen system with their ability to properly manage and track participant attendance during the school year. (Standard 1, 7, 17)

**Program Engagement and Special Events** Boom Squad provides unique experiences for program participants including mentoring, tutoring, music and dance programming, special performances, field trips and college and career opportunities. The program also implemented an entrepreneurship program in partnership with the local events stadium, The Ford Center. Students work at the concession stand during events and learn customer service and business skills while volunteering. (Standards 14, 16)

**Data Access and Communication with Schools** The site is encouraged to identify processes and procedures for accessing grades and communicating with schools to meet the data requirements within the grant. While significant improvements have been made since the program began using the Cayen system, additional steps can be taken to ensure that data timelines are met and data are complete (e.g., Teacher Surveys, Grades). (Standard 27)

Executive Summary Prepared by: Diehl Consulting Group

# 2019-2020 Performance Measure Progress

## Academic Outcomes

| Outcome | Target | Performance Measure | Notes |
|---|---|---|---|
| -- | 50% | of regular attendees will earn a "C" or better or increase their ELA grade from fall to spring | *Due to school closures, fall and spring grades were not comparable.* |
| -- | 40% | of regular attendees will earn a "C" or better or increase their math grade from fall to spring | *Due to school closures, fall and spring grades were not comparable.* |
| **45%** | 50% | of regular attendees will improve or need no improvement to 'academic performance' in spring (DOE Teacher Survey) | |
| **70%** | 50% | of regular attendees will improve or need no improvement to 'completing homework to their teacher's satisfaction' by spring (DOE Teacher Survey) | |

## Social/Behavioral Outcomes

| Outcome | Target | Performance Measure | Notes |
|---|---|---|---|
| -- | 60% | of students will report that the afterschool program has helped them make better decisions (Spring Quality Improvement Scale) | *Due to school closures, spring surveys were not administered,. Fall survey data reflects 86% of students reported the program helps them make better decisions.* |
| **63%** | 50% | of regular attendees will improve or need no improvement to 'classroom behavior' by spring (DOE Teacher Survey) | |

## Family Engagement Outcomes

| Outcome | Target | Performance Measure | Notes |
|---|---|---|---|
| -- | 50% | of parents will report talking to their child about the school day ("a few times a week" to "daily") (Spring Quality Improvement Scale) | *Due to school closures, spring surveys were not administered. Fall survey data reflects 88% of parents reported talking regularly to their child about their day.* |
| -- | 50% | of parents will report helping or encouraging their child to complete homework assignments ("a few times a week" to "daily") (Spring Quality Improvement Scale) | *Due to school closures, spring surveys were not administered,. Fall survey data reflects 96% of parents reported regularly helping their child with homework.* |

## 8. PROGRAM IMPLEMENTATION

*1. Evidence Based Programming:* BSI uses IXL curriculum to assist with Math and Reading skills improvement. The IXL curriculum identifies specific areas of needed improvement. Covering core subjects, including math and reading, IXL is aligned with Common Core and the Indiana Afterschool Standards as well as popular textbook series.

IXL provides academic support and content to support personal learning. The curriculum enhances individual and group tutoring provided by licensed teachers helping BSI students improve academically. Academic tutoring is offered immediately after school on Mon., Tue., Weds, Thur., and Fri. till 5:00 p.m. during the school year.

*2. Table Below:* The table below lists the Objectives, Activities, Performance Measures and Assessment Strategies for BSI 21st CCLC Program Goals.

| Program Goals | Program Objectives | Program Activities | Performance Measures | Assessment Strategies |
|---|---|---|---|---|
| 1) Improve academic achievement | 1.1) Increase academic achievement in ELA/Reading and math | 1.1) Tutoring-specific reading comprehend-sion activities | English Language Arts<br>1.1.1) 50% of students will earn a "C" or better or increase ELA/Reading grade from fall to spring semester<br><br>Math<br>1.1.2) 40% of students will earn a "C" or better or increase math grades from fall to spring semester | 1.1.1 and 1.1.2 Final Report Card Grades for ELA/Reading and math (Fall and Spring Semesters) |
| | 1.2) Improve academic habits | 1.2) Academic enrichment learning Activities<br><br>Other activities added by the Program Director | 1.2.1) 50% of students will improve or need no improvement to academic performance in Spring as reported by school ay teachers<br><br>1.2..2) 50% of students will improve or need no improvement to completing homework to their teacher's satisfaction in Spring as report by school day Teachers | 1.2.1 and 1.2.2) DOE Spring Teacher Survey |

| | | | | |
|---|---|---|---|---|
| 2) Improve social and behavioral outcomes | 2.1) Improve social and emotional learning skills<br><br>*SEL Priority | 2.1) Regular attendance at BSI practices and drum line activities<br><br>Other activities added by Program Director | 2.1.1) 60% of students will report that BSI has helped them make friends as measured by the Spring Quality Improvement Scale<br><br>2.1.2) 60% of students will report that BSI has helped them make better choices as measured by the Spring Quality Improvement Scale<br><br>2.1.3) 50% of students will improve or need no improvement to self confidence in Spring as reported by school day Teachers (DOE Teacher Survey) | 2.1.1 and 2.1.2) Quality Improve Scale (Diehl Survey)<br><br>2.1.3) DOE Teacher Survey (Spring) |
| | 2.2) Improve in-school and afterschool behavior | 2.2) Regular attendance at BSI practices and drum line activities<br><br>Other activities added by Program Director | 2.2.1) 50% of students will improve or need no improvement to behaving well in class in Spring as reported by school dat Teachers (DOE Teacher Survey) | 2.2.1) DOE Teacher Survey (Spring) |
| 3) Increase Family Involve-ment | 3.1) Increase family involvement and communication with student.<br><br>3.2) Increase family engagement with students' education at home | 3.1) Regular attendance at BSI practices and drum line activities<br><br>3.2) Parent attendance at BSI practices and performances | 3.1.1) 50% of parents will report talking with their child about their school day a few times per week as measured by the Spring Quality Improvement Scale.<br><br>3.2.1) 50% of parents will report helping or encouraging their child to complete homework assignments a few time per week as measured by the Spring Quality Improvement Scale | 3.1.1 and 3.2.1) Spring Quality Improvement Scale (Diehl Spring Survey) |

The above table identifies measures that BSI primarily uses to determine progress toward program goals and program objectives. However, a combination of other measures such as report cards, teacher surveys, participant surveys, parent surveys, and local assessments will also be used to gather information to determine academic progress and overall program effectiveness.

## 9. PROGRAM COMMUNICATION

1. *Communication Plan*

*a. Applicable School Leadership:* Upon enrolling in BSI, a student must complete a 3 page application. The 3 page application includes a general information sheet *(name, address, phone number, date of birth, etc.)*, a universal medical authorization sheet, *(permitting BSI to serve as immediate guardian in case of medical emergency)*; and a release of information sheet. The release of information gives BSI staff access to all school information including academic progress, extra-curricular activities, and disciplinary reports.

The "release of information" form authorized by parents and guardians to review students' academic progress, school extra-curricular activities, and disciplinary incidents, allows BSI to intervene in a student's academic and behavioral challenges at the first sign of struggle. However, before BSI can intervene in the student's life at school, the school principal must be contacted to grant permission for intervention on his/her watch. Because of BSI's reputation of success with challenged youth, permission to intervene is routinely given.

BSI only shares confidential information collected on the student with the student's parent or guardian. BSI obtains this information thru communications with the school in accordance with the school's release of information policy.

*b. Applicable school-day staff:*

*i. Describe how staff will access to necessary student academic records to monitor objectives and provide statewide evaluation data.*

To participate in the drum line, BSI requires all parents and guardians to provide BSI with electronic passwords to access student academic information. When these passwords are received, BSI creates data bases to store confidential information on password protected, securely located computers. The data base information is then coordinated with student IDs permitting access to a particular student's information only with a specific ID. Information received and stored is then shared only with BSI staff and school administrators authorized to review such information. The information gathered thru this access will be used to monitor objectives and provide statewide evaluation data and create plans for academic success.

*ii. Describe how staff will work to align the in-school and out-of-school time efforts to support student success.*

The Release of Information Form with the BSI Application for Membership allows BSI to monitor students' academic and disciplinary progress at school. This "in-school" monitoring allows BSI to align in-school progress with BSI activities. If a student's progress requires BSI intervention to keep the student on a path to success, the student is required to attend all BSI tutoring sessions; follow any specific tasks assigned by the BSI Tutor and school personnel.

If the student fails to attend tutoring sessions, the student is not permitted to travel with the squad for any performances. In addition, if a teacher or any school employ *(e.g., cafeteria worker)* lodges a legitimate complaint to BSI regarding a

student's unacceptable behavior at school, the student is placed on restrictions at BSI and is not permitted to travel with the squad for any performances. Out of town, overnight performances are most desirable for students. BSI uses these performances as strong incentives to encourage all students to attend in-school classes, demonstrate acceptable behavior at school and in the community and attend afterschool tutoring.

*iii. Community Stakeholders:*
*Describe the available services, the program location, and how to access the program to community stakeholders.*

BSI is located in the heart of one of Evansville's most urban, poverty stricken areas. Most of our participants live within the neighborhood in which BSI is physically located. In addition to the afterschool programs previously described, BSI makes its drum line available to perform free for our stakeholders. The stakeholders are non-profit organizations and for-profit companies promoting community investments. BSI not only provides an entertainment segment at stakeholder events but also brings in excess of 100 people to enhance the output of the stakeholder event. BSI is one of the few afterschool programs to assist in the implementation of our stakeholders' mission. To reserve a drum line performance, give BSI a phone call, send an email, contact us thru Facebook or simply talk to parent, volunteer, staff or student at school.

*iv. Families of program participants:*

Family members of program participants are our staff members. Additionally, family members are regular spectators at our drum line practices and chaperones at our performances. To engage family members to further participate in our activities, BSI negotiates a reduced admission's fee for various events where the drum line performs. This gives families an opportunity to attend a professional sporting event, corporate sponsored community event, or travel with the drum line to engage in such events as a family.

2. *21st CCLC Terminology*
*Describe how the program will include 21st CCLC terminology and the 21st CCLC logo into marketing materials.*

The majority of BSI information is printed "in-house". The 21st CCLC Logo will be electronically copied from the 21st CCLC Website and incorporated on printed material. Should BSI need the assistance of a specialized vendor to print or otherwise market an event, BSI would use those vendors previously used to prepare material with volume.

BSI will also disseminate 21st CCLC support thru Facebook, BSI Website, e-newsletters, and other social media. In all cases, the 21st CCLC Logo would appear on any program material.

## 10. PROFESSIONAL DEVELOPMENT

# IDOE 21st CCLC Program Professional Development Plan

| | |
|---|---|
| **Program Name** | Boom Squad, Inc. |
| **Program Director** | Verdelski V. Miller |

### 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 21st CCLC Program Professional Development Plan

| | |
|---|---|
| **Program Name** | Boom Squad, Inc. |
| **Program Director** | Verdelski V. Miller |
| **Dates of Implementation** | 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 21st CCLC required trainings.**

| Training Name | Provider | Training Objective | Impact on Program Quality | Staff Participation (Staff Titles & Number of Participants) | Hours of Training | Total Cost | What funds were used to pay for training? | Date of Training | CYC Competency Alignment (if applicable) |
|---|---|---|---|---|---|---|---|---|---|
| ~~*Leadership Development*~~ | ~~*ULead*~~ | ~~*Improve team dynamics*~~ ~~*Improve team communication skills*~~ | ~~*Improved efficiency of program operations*~~ | ~~*Program Director – 1*~~ ~~*Site Coordinator – 2*~~ ~~*Front Line Staff – 7*~~ | *4* | ~~*$1,500*~~ | ~~*50% from 21st CCLC*~~ ~~*50% from Title II*~~ | ~~*January 2020*~~ | ~~*Professionalism*~~ |
| Start With Who: Teaching the whole student w/SEL | Youth Today | Improve delivery of SEL and how it is intertwined with academics | Improved SEL programming | *Program Director -1* *Site Coordinator – 1* *Front Line Staff – 11* | 5 | $1,300 | 100% | July 2021 to April 2022 | Relationship and Communication, Developmental Practice Methods, Cultural and Human Diversity, Applied Human Development |

# IDOE 21st CCLC Program Professional Development Plan

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 Out-of-School Learning Best Practice Videos to Focus and Charge Your Staff Meetings | Indiana Afterschool Network | Improve quality and daily programming | Improve efficiency of program operations | *Program Director -1*<br>*Site Coordinator – 1*<br>*Front Line Staff – 4* | 5 | $150 | 100% | July 2021 to April 2022 | Professional, Cultural and Human Diversity, Applied Human Development, Relationship and Communication, Developmental Practice Methods |
| TurnkeyPD | National Afterschool Association | Improve program discipline | Improve efficiency of program operations | *Program Director -1*<br>*Site Coordinator – 1* | 4 | $99 | 100% | Quarterly | Relationship and Communication, Developmental Practice Methods, Applied Human Development |
| The American Heart Association's Heartsaver First Aid & CPR | AYS Kids | | | *Program Director -1*<br>*Site Coordinator – 1*<br>*Front Line Staff – 4* | 6 | $661 | 100% | On-demand Learning | Developmental Practice Methods |

# IDOE 21st CCLC Program Professional Development Plan

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Program | |
| National Conference | Best of Out-of-School Time - BOOST | Networking and team building | Improved efficiency of program operations | *Program Director -1*<br>*Site Coordinator – 1*<br>*Front Line Staff – 2* | | $2,040 | 100% | April 26-29, 2022 | Professional, Cultural and Human Diversity, Applied Human Development, Relationship and Communication, Developmental Practice Methods |
| | | | | | | | | | |

**Professional Development Plan Cost:**

| | | | |
|---|---|---|---|
| Total Estimated Cost | $ 4,250 | % of Total Budget | 2% |

## 11. EVALUATION

### 1. Evaluation Plan.

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

| Table 11.1 Data Sources, Instruments, and Data Collection Timeline | |
|---|---|
| **Data Type/ Collection Timeline** | **Instrument/Data Source Description and Associated Performance Measures (PM)** |
| **Demographics:** *Ongoing* | **Cayen:** Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. *PM: All* |
| **Achievement:** *Spring (Annually)* | **Student Report Card Grades (K-12):** The evaluation will examine participants' semester report card grades (ELA/reading, math). *PM: 1.1.1-1.1.2* |
| **Attendance:** *Taken daily using sign-in sheets and entered weekly* | **Cayen:** (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. *PM: All* |
| **Teacher Perceptions of Student Outcomes:** *Spring (Annually)* | **DOE Teacher Survey:** This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. *PM: 1.2.1-1.2.2, 2.1.3, 2.2.1* |
| **Stakeholder Perceptions of Program** | **Quality Improvement Scale:** The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth |

| | |
|---|---|
| **Quality:** *November and April (Annually)* | 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. *PM: 2.1.1-2.1.2, 3.1.1, 3.2.1* |
| **Site Observations:** *Fall and spring (Annually)* | **IAN Standards-Based Observation:** An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site. |

**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 evaluator recommendations where applicable.

### 2. Local Evaluator

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

| Table 11.2 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, community heath, 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 21st CCLC since 2018. |
| DCG staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants and a former 21st CCLC assistant program director/site |

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

| Table 11.3 21st CCLC Report Timeline | | |
|---|---|---|
| **Report Type/ Description** | **Report Date** | **Required Components** |
| **Aggregated Final Report (*Summative*)** Provides summative evaluation results for all four years of the grant, reports progress for all performance measures. | summer '25 | *Program Quality, Attendance Trends, Performance Measures* |
| **Year End Report (*Summative*)** Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends. | summer '22, '23, '24, '25 | |
| **Attendance Report (*Formative*):** Using Cayen attendance, this report shows progress toward attendance targets following the fall semester. | end of fall semester annually | |
| **Stakeholder Survey Reports (*Formative*)** Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff. | Jan./June annually | *Program Quality* |
| **Site Visit Report (*Formative*)** Data from annual site visits. Data are collected using the IAN Standards Checklist. | fall, spring annually | |
| **IN-QPSA Report and Action Plan (*Formative*)** Data generated from online IN-QPSA site and Action Plan Developed by *IN-QPSA Assessment Team.* | Annually based on IDOE guidelines | |
| **Program Improvement Worksheet** The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline. | Ongoing | |

### 3. Strategies of Measurement

***Relevance.*** Performance measures have been developed for each site and are included in Appendix 1 *(Performance Measure Template)*. The selected measures have been developed in consultation with the evaluation team, BSI staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year achievement.

| Table 11.4 Strategies for Assessing Performance Measures | |
|---|---|
| **Focus Area** | **Measurement Strategies** |
| **Academic** | |
| Academic Achievement | Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPs who earned a "C" or better or increased their grade from fall to spring in ELA/Reading and math. |

| |
|---|
| coordinator responsible for the administration of programming at two state-funded 21st CCLC programs. |
| DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21st CCLC and is currently partnering with AIR on the statewide evaluation of 21st CCLC in Texas. |
| DCG staff were on the original IDOE 21st CCLC Advisory Council and are current members of the 21st 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, 21st CCLC Program Evaluation Guidelines, Indiana's 21st 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 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report. ***Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):*** DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. ***Student attendance trends:*** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. ***Progress toward performance measures:*** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the

| | |
|---|---|
| Academic Habits | Academic habits will be assessed using the DOE Teacher Survey. Specific survey items include:<br>**Academic Performance**<br>• The percent of RAPs identified as improved in 'academic performance' (or not needing to improve) will be used to measure progress.<br>**Homework Completion**<br>• The percent of RAPs identified as improved in 'completing homework to their teacher's satisfaction' (or not needing to improve) will be used to measure progress. |
| **Social/Behavioral** | |
| Social-Emotional Learning | Social-emotional learning skills will be assessed using the Quality Improvement Scale (Diehl Survey) (Relationships, Decision Making) and the DOE Teacher Survey (Self Confidence):<br>Diehl Survey: The percent of students "agreeing" or "strongly agreeing" will be used to track progress. Specific survey items include:<br>• "The afterschool program helps make friends."<br>• "The afterschool program helps me make better decisions."<br>**Self-Confidence**<br>• The percent of RAPs identified as improved in 'self-confidence' (or not needing to improve) will be used to measure progress. |
| In-School or Afterschool Behavior | Behavior will be assed using the DOE Teacher Survey.<br>Specific items include:<br>**Classroom Behavior**<br>• The percent of RAPs identified as improved in 'behaving well in class' (or not needing to improve) will be used to measure progress. |
| | |
| Involvement and Communication with Student | Family involvement and communication with their student will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation "a few times a week" to "daily" will be used to track progress.<br>Specific survey item includes:<br>• "...talks with my child about the school day." |
| Family Engagement with Students Education at Home | Family engagement with their student's education at home will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation "a few times a week" to "daily" will be used to track progress.<br>Specific survey items include:<br>"...helps (or encourages) my child to complete homework assignments." |

## 12. SAFETY AND TRANSPORTATION

Participants will arrive at the BSI facility located at 800 S. Evans Ave., by transportation provided by BSI. BSI currently transports participants by our own school bus and a 15 passenger van. The BSI van is operated only by those with a valid drivers license. The school bus is operated by commercial licensed present and former EVSC school bus drivers or public transportation bus drivers. All staff passes a background check. No one with violent felony, sexual misconduct felony, or a child abuse felony are not permitted to work in any capacity with BSI. The background check is conducted by the Indiana State Police. Results of background checks are maintained in secure file as are all confidential information on staff, volunteers, and student participants.

The BSI facility is a former EVSC school building. The structure is sound, assessable, and meets all building code standards for a public school. The facility has an evacuation plan and emergency weather plan designed by EVSC. The plans are posted in conspicuous places throughout the facility. There are also compliant rated fire extinguishers placed in strategic locations. There is no playground equipment. There are on conspicuous safety hazards in any area on the premises.

BSI Policy is that no participant walk home unless the participant lives within visual sight of the BSI program. On rare occasions, a participant is permitted to ride a bicycle to and from the program. This permission is only granted with full knowledge and approval of the participant's parent or guardian. All participants are required to "sign-in" upon arrival. This is a manual sign-in procedure requiring all participants to actually sign-in in the presence of BSI Staff. Once signed-in, participants are not permitted to leave without prior approval. Only authorized persons with prior arrangements *(parents/guardians or their approved designees are the exception)* are permitted to remove a participant during programming.

When participants are transported home, the vehicle driver does not leave the home until the driver physically observes the participant enter the residence. If the participant does not enter the residence *(for any reason)*, the vehicle driver will complete the transportation route and keep custody of the participant until the participant can be delivered to an authorized person. This is to accommodate parents whose work schedule may have changed without notice.

BSI facility and van are insured by American Family Insurance as is the general liability insurance for the organization. BSI school bus is insured by Progressive Insurance. When the drum line performs in crowded events, all participants wear a wrist bracelet with BSI's name and phone number to on-site staff. Thus, staff is immediately available when needed. Participants have a "buddy" throughout the event. Parent chaperones are assigned a group of students for certain events. BSI parent/student ratio for all major events averages 1:6.

## 13. BUDGET

*Budget submitted as separate document*

## 14. PROGRAM SUSTAINABILITY

BSI is supported by a diverse coalition of funding. This diverse coalition includes but not limited to grants routinely awarded by the City of Evansville, Substance Abuse Council of Vanderburgh County, and Downtown Optimist Club. We are also frequently awarded sponsorship funds from Fifth Third Bank, Toyota Motor Manufacturing of Indiana, and Alcoa Corp. BSI also receives donations from performing at various events.

BSI also has a Workforce Readiness/Youth Entrepreneurship Program. This is an income generating program that does not use 21st CCLC funds unless supported by a specific 21st CCLC grant *(as is the case for the 6/1/20 – 5/31/21 fiscal year).* This program was not included in the 21st CCLC Cohort 8 funding nor is it included in 21st CCLC Cohort 10 request for funding.

This program provides entry level management training to students preparing to enter the workforce in the retail, restaurant, customer service industry, or embark on entrepreneurship by owning their own business. Business volunteers teach participants how to balance cash registers with receipts, review inventory to balance damaged and spoiled goods with sold goods, provide courteous customer service, and calculate profits and loses with explanation.

To implement the Workforce Readiness/Youth Entrepreneurship Program, BSI has a business and contractual partnership with VenuWorks and Savaay Management Group *(SMG).* These two management companies are private managers of public facilities. BSI's contract is to staff, operate, and completely manage concession booths for events at the Ford Center and Old National [Bank] Events Plaza. *(Ford Center is an entertainment center and sports arena in downtown Evansville managed by VenuWorks). (Old National Events Plaza is a convention facility and Broadway style theater center managed by SMG in downtown Evansville).* BSI has had an annual contract with VenuWorks for the past six *(6)* years. BSI has had an annual contract with SMG for the past thirteen *(13)* years. These contracts are anticipated to continue for years to come.

VenuWorks and SMG provide state of the art cash registers, food, food warmers, and "start-up" cash for Program implementation. As payment for managing concession booths, BSI receives ten percent *(10%)* of net profits from Ford Center concession sales and twelve percent *(12%)* of net profits from ONB Plaza. BSI will use these funds to supplement the operation of BSI programming when necessary. The Workforce Readiness/Youth Entrepreneurship Program has been a financially sustaining component for BSI for the past decade. It will continue to be a financially sustaining component for years to come.

BSI uses volunteers and BSI Students to manage the concession booths. Booth management, however, requires a basic understanding of bookkeeping, inventory management, financial management, and customer service. As such, the BSI Volunteers and Students staffing the concession booths undergo training to obtain this basic

understanding. The training is offered by the professional food and beverage manages at VenuWorks and SMG.

In this training, BSI Students learn how to: balance cash register receipts with cash register drawer money; stock, manage, and monitor inventory; balance inventory items with cash register receipts and cash register drawer money; record damaged or spoiled items and balance the items with inventory, cash register receipts, and cash drawer money; manage staffing schedules to make sure the concession booth has sufficient staff to operate; and, learn how to close the booth's operations at the conclusion of the event while considering easy transition for operating the booth for the next event with an entirely different crew.

The Workforce Readiness/Youth Entrepreneurship Program has been a financially sustaining component for BSI for the past decade.

In addition, until Cohort 8 21st CCLC funding in June 2017, BSI had no payroll from its founding day on January 4, 2003. Thus, BSI has demonstrated for approximately 14 years that it can sustain itself without payroll. All instruction, chaperone, monitoring, mentoring, managing, program implementation, etc., was done by the parents of the students in the Organization

And even though we own our facility, we have no mortgage. Our only expenses include general operating costs such as supplies for our home facility, liability insurance, utilities, and occasional facility maintenance. This corporate financial structure will always give BSI the flexibility to exist at current levels in the event actual funds are cut or reduced. BSI is not totally dependent on any one source of funding. In general, BSI is primarily dependent on the participating families, in-kind contributions made within, and the Workforce Readiness/Youth Entrepreneurship Program.

# APPENDIX 1

## Memorandum of Understanding

Substance Abuse Council of Vanderburgh County
Diehl Consulting Group

When BSI activities require specific skills for implementation, there is a network of professionals available thru SAC and other community resources. This relationship with SAC is memorialized in a Memorandum of Understanding as follows:

**MEMORANDUM OF UNDERSTANDING**

Boom Squad, Inc. *(BSI)* and Substance Abuse Council of Vanderburgh County *(SAC),* enter into this Memorandum of Understanding *(MOU)* for the express purpose of BSI implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the Parties that the implementation of the MOU is contingent upon continued funding received by BSI from the Indiana Department of Education. Boom Squad, Inc. and Substance Abuse Council of Vanderburgh County desire to work cooperatively to build an asset based approach to the delivery of services to youth and families. BSI and SAC will implement effective substance abuse prevention strategies for positive youth development as part of the Out-of-School Time Program at BSI.

**PURPOSE:** The purpose of this Memorandum of Understanding is to continue a 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:**

*BSI agrees to:*

1. Act as the fiscal agent of 21st CCLC Funds and ensure these funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of designated eating area, gymnasium, and classroom space at BSI's primary location at 800 S. Evans Ave. Space will include access to needed facilities, office equipment, telephones, and supplies.
3. Work with SAC to implement drug prevention activities such as education programs and distribution of literature that increase the awareness of risks of substance abuse.
4. Provide out-of-school time snacks.
5. Maintain coordination of other agencies and service providers with SAC.
6. Attend SAC monthly meetings for substance abuse prevention training and learn of other substance abuse prevention opportunities.
7. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Program.

*SAC agrees to:*

1. Provide substance abuse prevention resources to BSI.
2. Provide and conduct substance abuse prevention meetings and training to BSI Staff.
3. Support BSI's substance abuse prevention efforts within the framework of SAC's ability.
4. Provide grant funding when BSI meets eligibility requirements and as funding is available.
5. Designate an SAC employee or volunteer to serve on the BSI Afterschool Advisory Team.

**TERMS:** The term of this Memorandum of Understanding shall commence no earlier than July 1, 2021 and continue through June 30, 2025. This MOU may be reviewed by both Parties annually. 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 Wally

**AMENDMENTS:** BSI agrees to indemnify, defend and hold harmless SAC, its Board of Directors, Officers, agents and employees from and against any and all claims, costs, demands, expenses *(including attorney 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 BSI. It is understood that such indemnity shall survive the termination of this Agreement.

SAC agrees to indemnify, defend and hold harmless BSI, its Board of Directors, Officers, agents and employees from and against any and all claims, costs, demands, expenses *(including attorney 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 SAC. It is understood that such indemnity shall survive the termination of this Agreement.

**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.

**INDEPENDENT CONTRACTOR STATUS:** The Parties hereto agree that the relationship created by this Agreement is that of independent contractor. Each Party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefit of any kind, as required by law, for its own employees.

**WRITTEN NOTICE:** Any written notice regarding this MOU that needs to be sent to the Parties will be sent to the following address:

Boom Squad, Inc.
P.O. Box 3902
Evansville, IN 47737-3902

Verdelski V. Miller
Director
Boom Squad, Inc.
director@BoomSquadInc.com
812-425-9170

Substance Abuse Council
501 John St., Suite 4
Evansville, IN 47713

**Wally Paynter**

Wally Paynter
Director
Substance Abuse Council
lorraine@drugfreecounty.org
812-422-0626

Verdelski Miller will be the Program Coordinator for BSI and responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by SAC and IDOE.

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

123 NW 4th St., Suite 3
Evansville, IN 47708

445 North Pennsylvania St., Suite 802
Indianapolis, IN 46204

www.diehlconsultinggroup.com

# Memorandum of Understanding
# Diehl Consulting Group
# and Boom Squad, Inc. 21st CCLC
# August 5, 2020

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to Boom Squad, Inc., as part of their application to the Indiana Department of Education's 21st CCLC grant program.

## Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

***Sam Crecelius, vice president/partner,*** will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

***Dan Diehl, president/partner,*** will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

***Andrea Swain, consultant,*** will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from east Carolina University. She is also a certified Health Education Specialist (CHES).

***Heather Arrowsmith, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

***Jennifer Bellville, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

***Doug Berry, vice president/partner,*** will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

***Amanda Vote, consultant,*** will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- 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.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

## Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
    - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
    - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
    - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
    - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
    - Quasi-experimental designs will be used to answer the evaluation questions.
    - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.

- To ensure confidentiality of student records, Boom Squad, Inc. will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.

8/5/2020

Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

Date

# APPENDIX 2

## Equitable Participation of Non-Public Consultation Form

Annunciation Catholic at Holy Spirit
1760 S. Lodge Ave.
Evansville, IN 47714
812-477-9082
www.annunciationangels.org

Indiana DEPARTMENT OF EDUCATION

21st CCLC

## COMPLETED NON-PUBLIC CONSULTATION FORM

Verdelski V. Miller on behalf of Boom Squad, Inc. met with Annunciation Catholic School at Holy Spirit on August 10, 2020 in consultation for participation in a 21st CCLC initiative in Evansville, Vanderburgh 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

**XX** No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

David Memmer
Non-Public School Representative
Principal at Annunciation Catholic School at Holy Spirit.

Signature

Verdelski V. Miller

August 10, 2020
Date

Verdelski V. Miller
P.O. Box 3902
800 S. Evans Ave.
Evansville, IN 47737-3902
812-425-9170
812-842-2017 (Fax)
director@BoomSquadInc.com

# APPENDIX 3

## Performance Measures

Indiana

DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

*Working Together for Student Success*

## 21st Century Community Learning Centers
## Performance Measures

# Boom Squad Inc.

### Boom Sqauad Inc.

## Category 1: Academic Outcomes

***1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)***

***2. Choose 2 additional measures from the following Focus Areas:***

**Focus Area: Academic Achievement**

[Grade Measure 1] 50% of regular attendees will earn a "C" or better or increase their ELA grade from fall to spring.

[Grade Measure 2] 40% of regular attendees will earn a "C" or better or increase their math grade from fall to spring.

**Focus Area: Academic Habits**

50% of regular attendees will improve or need no improvement to 'academic performance' in the spring, as reported by school day teachers. (DOE Teacher Survey)

50% of regular attendees will improve or need no improvement to 'completing homework to his/her teacher's satisfaction' in the spring, as reported by school day teachers. (DOE Teacher Survey)

## Category 2: Social/Behavioral Outcomes

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

**Focus Area: Social/Emotional Learning**

60% of students will report that the afterschool program (BSI) has helped them make friends as measured by the Spring Quality Improvement Scale.

60% of students will report that the afterschool program (BSI) has helped them make better decisions as measured by the Spring Quality Improvement Scale. *SEL Prioirty

50% of regular attendees will improve or need no improvement to 'self-confidence' in spring, as reported by school day teachers (DOE Teacher Survey). *SEL Priority

**Focus Area: In-School or Afterschool Behavior**

50% of regular attendees will improve or need no improvement to 'behaving well in class' in the spring, as reported by school day teachers. (DOE Teacher Survey)

## Category 3: Family Engagement Outcomes

***Choose 2 measures from the following Focus Areas:***

**Focus Area: Involvement in Student's Education at Home**

50% of parents will report talking to their child about the school day ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale.

50% of parents will report helping (or encouraging) their child to complete homework assignments ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale.

| Name of School to be served (include School Corporation Number) | Free and Reduced Lunch Rate | School Grade or Rating | Number of youth to be served** | Grade Level To Be Served |
|---|---|---|---|---|
| Caze Elementary - EVSC 8261 | 93% | F | To Be Determined | K-5th |
| Cedar Hall Community School – EVSC - 8265 | 97% | D | To Be Determined | K-8th |
| Delaware Elementary School – EVSC - 8285 | 97% | D | To Be Determined | K-5th |
| Dexter Elementary School EVSC – 8289 | 82% | D | To Be Determined | K-5th |
| Evans School – EVSC 8353 | 93% | F | To Be Determined | K-6th |
| Glenwood Leadership Academy – EVSC - 8301 | 94% | F | To Be Determined | K-8th |
| Lincoln School – EVSC 8251 | 98% | D | To Be Determined | K-8th |
| Fairlawn Elementary EVSC - 8293 | 82% | C | To Be Determined | K – 5th |
| Lodge Community School EVSC - 8329 | 94% | F | To Be Determined | K-8th |
| McGary Middle School EVSC - 8339 | 90% | D | To Be Determined | 6th – 8th |
| Tekoppel Elementary School – EVSC – 8361 | 78% | B | To Be Determined | K-5th |
| Washington Middle School – EVSC - 8369 | 77% | D | To Be Determined | 6th – 8th |
| North Junior High - EVSC 8230 | 45% | B | TO BE Determined | 6th – 8th |
| Bosse High School – EVSC 8237 | 77% | B | To Be Determined | 9th – 12th |
| Harrison High School EVSC – 8311 | 62% | B | To Be Determined | 9th – 12th |

| | | | | |
|---|---|---|---|---|
| North High School EVSC – 8253 | 41% | A | To Be Determined | 9th – 12th |
| Reitz High School – EVSC 8245 | 40% | B | To Be Determined | 9th – 12th |
| Central High School EVSC - 8241 | 53% | A | To Be Determined | 9th – 12th |
| Academy of Innovative Studies – EVSC - 8270 | 73% | F | To Be Determined | 9th – 12th |
| Harwood Career Prep High School – EVSC 8271 | | No Grade | To Be Determined | 9th – 12th |
| Harper Elementary – EVSC 8309 | 72% | D | To Be Determined | K – 5th |
| Plaza Park International Preparatory Academy EVSC - 8349 | 58% | B | To Be Determined | K – 8th |
| Hebron Elementary – EVSC 8317 | 55% | B | To Be Determined | K – 5th |
| Vogel Elementary – EVSC 8365 | 64% | C | To Be Determined | K – 5th |
| Stockwell Elementary EVSC - 8321 | 68% | B | To Be Determined | K – 5th |

**BSI Students attend several schools. Because of transportation, family relocations, administrative school assignments, disciplinary issues, availability of programs, etc., one particular student may attend several different schools throughout the school year. Thus, the number of youth served at any specific school will change weekly. However, BSI will serve 85 students with this grant.

# APPENDIX 4

Indiana Afterschool Network Quality Leader Certificate

Executive Summary for Services Provided during COVID 19 Stay Home Order

20 QUALITY LEADER 20

FAMILY ENGAGEMENT

**The Indiana Afterschool Network recognizes you for your dedication and drive toward continuous program quality. As a quality leader in out-of-school learning, this program has committed time, talents and resources that focus on increasing best practices in programming, staff, safety and assessment.**

## Support Provided During Indiana's COVID-19 Stay-at-Home Order

Was your 21st CCLC program able to provide support to 21st CCLC students and families during Indiana's COVID-19 Stay-at-Home order? **YES**

| A. Type of support provided to 21st CCLC participants & families between the last day of in-person programming and the last day of the school year. | Date Initiated | Number of Weeks Provided* | Number of 21st CCLC Staff Involved |
|---|---|---|---|
| Communicating through written content (newsletters, emails) | 3/13/2020 | 8 | 2 |
| Communicating through telephone calls or video chats | 3/15/2020 | 7 | 2 |
| Providing meals or other food | -- | -- | -- |
| Providing pre-recorded online activities/resources (videos) | -- | -- | -- |
| Delivering real-time online programming (Zoom or Facebook Live) | 4/1/2020 | 5 | 8 |
| In-person programming for children of essential workers. | -- | -- | -- |

### B. Areas of Success (from Stay-at-Home support/services during the school year)

Boom Squad provided a variety of support services to their participants and families during the Stay-at-Home order. Support included personal phone calls weekly to check in with students and family members. Further, information on food services, meal distribution, and community pantries were posted on the Boom Squad Facebook page weekly. Additionally, the site initiated online programming to allow students to receive real-time assistance, tutoring, and support with virtual assignments two-times a week. To maintain social connections, the site also utilized college-aged volunteers to set up online drumming and dance practices as well so that students could continue to socialize and stay connected to mentors and peers.

### C. Lessons Learned (from Stay-at-Home support/services during the school year)

Access to WiFi and computer technology is a barrier to many of the Boom Squad participants. Additionally, it has been difficult to keep students engaged and participating in online activities when they have all their distractions at home. Students appear to enjoy the online social interaction but are not as engaged in the academic support.

Further, many of the parents are working or are not able to monitor their kids constantly during the day. The students have lost the structure that the regular school day and the Boom Squad afterschool program provide. Staff have done their best to reach out to parents and students to check on them and provide support.

*Includes the number of weeks of support delivered during what would have been the "school year." Support delivered during the summer will be documented in next year's report.