



Full Service Community Schools
CFDA NUMBER: 84.215J
OMB No. 1894-0006

Edna Martin Christian Center
2605 E. 25th Street
Indianapolis, IN 46218
Contact: Barato Britt, 317-637-3776;
bbritt@ednamartincc.org

April 15, 2019

Table of Contents

ABSTRACT	2
ABSOLUTE AND COMPETITIVE PREFERENCE PRIORITIES	3
A. Absolute Priority	3
B. Competitive Preference Priority 2 – Broadly Representative Consortiums	4
C. Competitive Preference Priority 3 – History of Effectiveness	5
D. Competitive Preference Priority 4 – Evidence Based Activities, Strategies, or Interventions	5
I. Quality of the Project Design	
A. Needs Assessment	7
B. Proposed Goals and Objectives	16
II. Quality of Project Services	
A. Performance Measures Over Five Years	18
B. Detailed Description of Services	19
C. Priority Areas of Services	24
D. Pipeline of Services	26
III. Adequacy of Resources	
A. Relevance and Demonstrated Commitment of Partner	36
B. MBEZ Partners and Signed MOUs	36
C. Sustainability Plan	38
D. Reasonable Cost in relation to the number of persons to be served and to the anticipated results and benefits.	39
IV. Quality of Management Plan	
A. Qualifications And Description of the Eligible Entity	41
B. Staffing Plan	44
C. Brief Bios of EMCC’s MBEZ Team	45
D. Initial Planning Phase	47
E. Responsibilities of the Project Team	48
F. Maintaining Ongoing Communication	50
G. Project Organizational Chart	51
H. Safety and Background Checks	52
I. Confidentiality of Client Files	52
V. Quality of Project Evaluation	
A. Evaluation Justification	54
B. Lead Evaluator	54
C. Evaluation Plan	55

ABSTRACT

The Martindale-Brightwood Education Zone (MBEZ) with Edna Martin Christian Center serving as the lead proposes to implement the Full Service Community School program targeting three schools in the Martindale-Brightwood (M-B) neighborhoods in Indianapolis, Indiana. The target population includes up to 1400 youth in elementary, middle and high school of which over 86% of the students are African American, 5% Latino, 2.3% white, and 5% multicultural. The majority of the students attending KIPP-Indy schools receive free or reduced lunch (93.5% at the elementary and 86.1% at the middle school.) The MBEZ intends to serve parents and families connected to the students as well as other M-B families with children ages 0-5 enrolled in childcare.

The M-B neighborhoods reflect over 10,135 residents with 28% of the population under the age of 19. Over 85% of the population is African American, 7.6% White and 3.9% other. M-B, recognized as one of the poorest neighborhoods in Indianapolis has a poverty rate of 41%, unemployment rate of 19.6% and 73% of children are raised by single parents.

The Knowledge is Power Program (KIPP)-Indy elementary, middle and high schools are part of the Indianapolis Public School Innovation Network which maintains a district wide Title I status. KIPP-Indy student population reflects similar racial and economic composition of the neighborhoods.

Over a five year period, the MBEZ, guided by the MBEZ director and FSCS coordinators to work with school leaders and the MBEZ service delivery team to deploy activities and interventions to achieve the following goals: (1) Martindale-Brightwood children 0-5 are kindergarten-ready; (2) KIPP-Indy students perform at grade-level; (3) KIPP-Indy students participate in high quality youth development programs; and (4) KIPP-Indy parents/caregivers acquire the knowledge and skills to support their child/children's education at home as well as school. The plan prioritizes outcomes for students, parents, and families: improve the reading and math scores, reduce chronic absenteeism and suspensions, improve parent engagement in school and home, and increase the number of children in childcare deemed kindergarten ready.

As a collective impact model, MBEZ partners have agreed to implement programs in the KIPP-Indy schools as well as after school locations such as EMCC to provide enhanced learning opportunities for students. Partners include: IUPUI, Crown Mentoring, 220 Leadership, EdFit, Felege Hiywot Center, Sustainable Connexions, Next IT Girl and EMCC's Leadership and Legacy Center and Community Solutions and Entrepreneurship Center. These entities are prepared to deliver programs including, workforce development, STEM, character development, mentoring, international exchange, and entrepreneurship. The MBEZ will deploy two evidence-based curriculums, recommended by Indiana's Department of Education to supplement efforts to improve reading and math scores. Students experiencing absenteeism and suspensions and their families will receive more intense services from the MBEZ service team to address potential health, housing, mental health, workforce development, transportation and other social service needs contributing poor attendance and behavior in school. Parents will also be encouraged to participate in activities the school as well as the broader community. An evaluator will design and implement an evaluation plan to document key outputs, outcomes and the processes used to help the MBEZ partners make possible refinement each year.

ABSOLUTE AND COMPETITIVE PREFERENCE PRIORITIES

A. Absolute Priority

Edna Martin Christian Center (EMCC), a 501(c) 3, not-for-profit founded in 1941 to serve the needs of youth and their families in Marion County, will partner with the Knowledge Is Power Program –Indy (KIPP-Indy), a non-profit network of college-preparatory, public charter schools operating in the Martindale-Brightwood neighborhoods of Indianapolis, Indiana. Three full-service community schools (KIPP-Unite: elementary, KIPP-College Prep: middle and KIPP-Legacy: high school) under the auspices of KIPP-Indy are eligible for school-wide programs. Full Service Community Schools (FSCS) represent a critical component to Martindale-Brightwood’s community-wide strategy in focusing on improving academic outcomes for children and youth.

EMCC has a 78-year history of successfully delivering comprehensive services to high-risk children and families by working in partnership with community nonprofits, residents, local and state agencies, foundations, and the United Way of Central Indiana. Through education, workforce development and community health programs and services, EMCC strives to help over 3,000 individuals, families each year while also working to ensure communities thrive and remain healthy. EMCC serves as the backbone organization to the MBEZ and guides a comprehensive collaboration of organizations and institutions committed to advancing the educational outcomes of children and youth living in Indianapolis’ Martindale-Brightwood neighborhoods.

KIPP-Indy possesses a 20-year track record of preparing students in educationally underserved communities for success in college and life. The full KIPP network currently educates nearly 100,000 students in 224 schools across the country, including

Indianapolis. KIPP-Indy was founded in 2004 with one class of fifth grade students and has grown to educate more than 800 students across two schools. At KIPP-Indy, teachers, students, and families are all united around the same goal—college and a choice-filled life. KIPP-Indy College Prep middle school educates students in grades 6-8 and KIPP-Indy Unite elementary educates students in grades K-4. Each year, the elementary added a grade level until it eventually educates students through 5th grade. KIPP-Indy Legacy High will open in the fall of 2019 with 9th grade and will grow to educate 500 students in grades 9-12. Ultimately, KIPP-Indy schools will educate 1,400 students in grades K-12 in the Martindale-Brightwood area.

B. Competitive Preference Priority 2 – Broadly Representative Consortia

Following the Harlem Children’s Zone model, the Martindale-Brightwood Education Zone (MBEZ) was created in 2016 by more than 30 agencies including leading nonprofits, government, health, educational, and other organizations that provide direct social services and community-building initiatives. This collaborative network of community partners work intentionally work alongside families (infants, children, teens, adults, and seniors) from “pregnancy to purpose” by creating a pipeline of support with a focus on academic preparedness and success. This specific collaboration has been working to gain partner support of a shared vision for the area through the lens of education.

The strength of the collaboration is partners with proven track records spanning 75+ years. The backbone organization, Edna Martin Christian Center, provides early childhood education childcare, after-school programs; two-generation approach-focused services to address family housing, financial management, and education needs in addition to head of household workforce development programs through the Center for Working Families; and Senior Angels program which meets the social and health and welfare needs of senior adults. Edna Martin Christian

Center alone has the capacity to serve more than 3,000 individuals each year. EMCC and KIPP-Indy are just two of the many partners working under the umbrella of the MBEZ. Leading the implementation of strategic interventions to support children and youth in Martindale-Brightwood, the MBEZ has elected to focus on serving the students in KIPP-Indy schools with the Full Service Community Schools (FSCS) program.

C. Competitive Preference Priority 3 – History of Effectiveness

The MBEZ is the outgrowth of a previous initiative in the Martindale-Brightwood area serving as a catalyst for bringing partners together to focus on the education crisis in the community. A former recipient of the Full Service Community Schools in 2010, led by the Indiana University - Purdue University Indianapolis (IUPUI), this initiative involved partnering with three Indianapolis Public Schools serving Martindale-Brightwood. Significant advancements were made impacting the performance of the three public schools and the formation of the Martindale-Brightwood Education Alliance. Despite the work in the schools, the community continues to struggle with family mobility issues, crime, and poverty which exacerbate the challenges of improving educational outcomes for students in the entire community. To address this issue, the MBEZ builds on the lessons learned from the Alliance and reflects a collective impact approach, along with the use of evidence-based interventions consistent with the needs of the schools and community.

D. Competitive Preference Priority 4 – Evidence Based Activities, Strategies, or Interventions

In addition to using a collective impact approach, the MBEZ operates with a number of strategies impacting children and their families in school, childcare, and the community. The MBEZ also strives to incorporate a range of evidence-based curriculums both in and out of school activities along with coordinated interventions provided by some of the MBEZ partners.

Given the performance challenges in KIPP-Indy schools, the MBEZ has adopted two evidence-based curriculums focused on reading and math and have been recognized by the State of Indiana, Department of Education as curriculums most effective in working with students in Indiana.

I. QUALITY OF THE PROJECT DESIGN

A. Needs Assessment

In determining the appropriate goals, strategies and objectives to be implemented under the FSCS program, community partners assessed the community and more specifically, KIPP-Indy schools to identify factors potentially affecting the academic performance of students at KIPP-Indy. The assessment is an ongoing process where partners regularly revisit demographic and education data to revisit the effectiveness of current strategies and the need for changes at all levels of the community system.

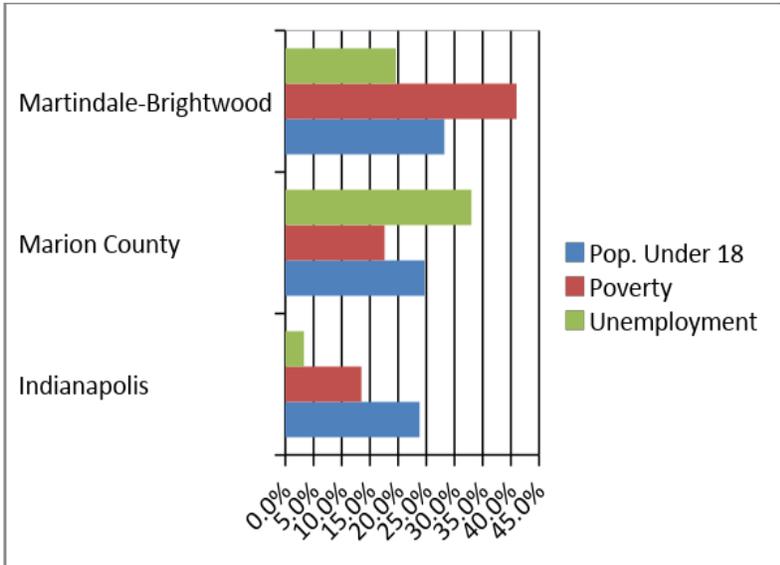
The Martindale-Brightwood Quality of Life (QoL) plan represents one of the first of many assessments that resulted in a comprehensive plan for the community. A full complement of community and resident leaders worked for several months examining data, listening to residents and other stakeholders to identify key challenges in the community along with strategies for change. The resulting Martindale-Brightwood plan, developed in 2015 and recently updated in 2018, provides the most comprehensive examination of all aspects of the community including education, housing, food access, economic development, workforce development, social services, public safety and culture.

Community Demographics

The Martindale-Brightwood neighborhoods reflect over 10,135 residents with 28% of the population under the age of 19. The U.S. Census estimates over 85% of the population in Martindale-Brightwood are African American, 7.6% White and 3.9% other. For many years, Martindale-Brightwood has been recognized as one of the poorest neighborhoods in Indianapolis. Indy Vitals measures various indicators for 99 different neighborhoods in Indianapolis. Martindale-Brightwood has a median household income of just under \$22,000

which ranks this area 97th out of 99 neighborhoods. While there's been a 5% improvement since 2010, Martindale-Brightwood Poverty Rate is currently 41%, the 4th highest in Indianapolis. 2016 data provided by the Polis Center at IUPUI indicates almost 36% of all youth living in Martindale-Brightwood under the age of 18 live in poverty. Additionally, 73% of children living in Martindale-Brightwood are raised by single parents. 40% of the population has only a high school diploma or less and 19.6% of the population is unemployed. Martindale-Brightwood is also considered by the USDA to be a food desert.

To fully understand the economic conditions in Martindale-Brightwood, it is important to compare key data points with the city of Indianapolis and Marion County. The following chart shows some of the significant gaps impacting the residents in Martindale-Brightwood.



In addition to the challenges with unemployment and poverty, Martindale-Brightwood continues to struggle with crime. While no longer recognized as the most dangerous neighborhoods in Indianapolis, uniform crime reports shows crime in Martindale-Brightwood is nearly double than crime in Marion County.

Educational Challenges

While community leaders recognize systemic poverty and crime continues to plague the community, it was important to look specifically at the performance of students in schools. While there are multiple elementary and middle schools serving children in the neighborhood, prior to the construction of the KIPP-Indy Legacy High School, there were no high schools located in the community. This represents a unique opportunity for students who are currently in the KIPP-Indy system to remain in the network of schools through high school.

KIPP-Indy annually assesses the performance of its students to determine how changes in the school environment can improve the learning experience of students. First, it is important to note the ethnic and gender breakdown of the elementary and middle schools.

The following is a breakdown of the student population in KIPP-Indy elementary and middle schools:

Targeted School	Black	Hispanic	White	Multiracial/Other	Females	Males
KIPP –Unite: elementary	90	1.8	.3	2.3	43	57
KIPP CP: middle school	86.5	6.4	2.0	5.1	53	47
KIPP Legacy: High school (estimated)	85	6	2	5	53	47

As the Legacy high school opens in the fall, it is important to look at the trend of students in the 7th and 8th grades as they will be the incoming students in the 9th and 10th grades starting in the fall. Indicators most alarming are colored in tan while improvement trends are noted in purple.

KIPP Indy Unite Elementary Annual Performance Report			
Indicator	'16-'17	'17-'18	State Total
Student Enrollment	305	398	1,139,822
Percentage of students passing IREAD		75.3	86.6
Grade 3 percent passing ISTEP+ Math Standards		23.9	59.3
Grade 3 Percent Passing ISTEP + language arts standards		25.3	67.4
Attendance Rate	90	91.9	95.3
Number of Students with more than 10 unexcused days absent	135	125	76,150
Number of students absent greater than 10% of school year	107	97	80,423
Number of students suspended	22	117	96,436
Number of out of school suspensions	22	117	5,749
Number of in school suspensions		2	65,437
percentage of students in special education	8.8	11.8	16
Number of students in gifted or talented education	0	0	13.6

The data for the middle school includes information on all three grades. Both charts (elementary and middle school) also so comparison to State total indicators.

KIPP Indy College Prep Middle School Annual Performance Report			
Indicator	'16-'17	'17-'18	State Total
Student Enrollment	304	292	1,139,822
Grade 6 percent passing ISTEP+ Math Standards	30.1	22	57.9

Grade 6 Percent Passing ISTEP + language arts standards	36.9	41.7	65.2
Grade 6 Percent Passing ISTEP + Science	37.5	36.7	58.2
Grade 7 percent passing ISTEP+ Math Standards	23.6	17	50.3
Grade 7 Percent Passing ISTEP + language arts standards	37.8	36.3	64.3
Grade 7 Percent Passing ISTEP + Social Science	38	14.7	61.4
Grade 8 percent passing ISTEP+ Math	16.4	42.7	55.7
Grade 8 Percent Passing ISTEP + language arts	30.7	35.5	63.6
Attendance Rate	92.6	91.9	95.3
# of Students with < 10 unexcused days absent	99	59	76,150
#of students absent < 10% of school year	60	62	80,423
Number of students suspended	210	208	96,436
Number of students expelled	8	7	
Number of out of school suspensions	210	172	5,749
Number of students expelled or suspended involving drugs, weapons or alcohol	3	1	
Number of in school suspensions	0	156	65,437
percentage of students in special education	20.1	20.5	16
Number of students in gifted or talented education	2	3	13.6

Again, in recognizing that KIPP-Indy will open a high school in Martindale-Brightwood in the fall, the performance levels of 7th and 8th grade students provides some indication of academic challenges that will need to be addressed as these children move into high school. While there are some improvements each year in either reading or math, overall, students in both elementary and middle schools perform lower than the State average.

In addition to looking at how students perform academically, KIPP-Indy examined other factors that may contribute to the poor performance of students. Absenteeism and suspensions were noticeably high in both schools. KIPP-Indy experienced 567 suspension incidents during the 2017-18 school year which reflects a reduction of 16% from the previous year. A small minority of KIPP-Indy students accounted for the vast majority of suspension incidents. In fact, 10% of KIPP-Indy's student population last year accounted for close to 70% of total suspensions at the middle school.

In addition to suspensions, chronic absenteeism remains another challenge. Over 30% of KIPP-Indy's students last year were chronically absent (missed over 10 days of school). When students are consistently absent from school, they tend to fall further behind in their learning and ability to complete missed assignments.

Analyzing conditions that appear to contribute to suspensions and absenteeism, KIPP-Indy's leadership and MBEZ identified three factors including;

- Housing instability (which leads to transportation challenges)
- Family trauma (this ranges from family member health issues to domestic violence situations)
- Transportation issues (particularly when we have any type of weather delays)

Housing instability has been an ongoing challenge in Martindale-Brightwood as families struggle to find affordable housing in safe neighborhoods. There are approximately 5,790 housing units in the Martindale-Brightwood neighborhoods, but 1,590 of these units or 27 % remain vacant.

Given the remaining housing units, 57% of available housing is renter-occupied and 43% owner-occupied. When considering such as significant amount of vacant units exist in the area that could be filled by families with children attending area schools, it demonstrates the affordable

housing challenge is not due to simply not having units but rather, units that are currently vacant and safe for families to reside.

Some families experience homelessness and move from house to house or resort to sleeping in their cars. When housing supports are inadequate for families, students experience gaps in attendance or worse, constant transfers to different schools. In fact, housing instability is such a problem in Indianapolis and in particular, Martindale-Brightwood, plans are underway to expand the level of housing options for MBEZ families through the creation of a new housing village. Additionally, one of the leading foundations in Indianapolis recently announced plans to expand their financial investment in tackling the affordable housing challenge in neighborhoods throughout Indianapolis. Many of the families served by EMCC often express their biggest challenge involves securing safe and affordable housing.

Trauma represent another significant challenge that impact student performance. KIPP-Leaders noted a correlation between students being suspended and trauma. For some students, trauma experienced in their home may include untreated mental health issues affecting a member of the family or domestic violence.

After making a connection to some of the lower performing students and trauma, KIPP-Indy took aggressive steps to hire a full-time counselor at the middle school. Plans continue to hire a full-time licensed clinical social worker who will support all three schools, and a full-time social worker at the high school for the first year of operation. In response to the concerns about students and trauma, KIPP-Indy expanded its partnership with Gallahue Mental Health Services, a mental health provider in Indianapolis. Unfortunately, despite the extra help, about 75 students were still on the waitlist for services as of January.

Transportation is a challenge for many students and linked to students with chronic absenteeism. While the overwhelming majority of students attend school via a bus, if a student misses the bus, there are few options to get to school. In fact, low-income families with limited access to transportation not only have difficulties getting children to school if they miss the bus but also limited in allowing their children to participate in afterschool programs that do not provide busing to their location and home. This significantly reduces the opportunity for these students to participate in out-of-school time programs. The same location foundation is exploring alternative transportation options for low-income families include ride share programs.

While KIPP-Indy continues to see progress with some students, the goal is not to leave any students behind or unprepared to make the transition to their next level of education. With KIPP-Indy Legacy High School expected to open in the fall, it is imperative to increase attention to the poor performance of students in reading and math. It is also important to implement interventions that address factors contributing to absenteeism and suspensions. It is expected that the majority of elementary school students will transition to the middle school and likewise, most of the middle school students will transition to the new high school. Tackling the factors contributing to why students may not be performing well at the elementary and middle school ensures more students will perform at grade level in high school and beyond.

Given the performance data for students in the KIPP-Indy schools, the MBEZ strategic partners moved beyond this data and convened multiple listening sessions with providers, school leadership, and residents to understand perceived gaps as well as potential solutions to improving the academic performance of students. During these sessions, parents expressed frustration and concerns about their children – especially children with special needs, ongoing bullying in the

schools, and the high levels of trauma many children experience. Parents also shared their personal fears in talking with teachers and their limited understanding their child's curriculum.

In meetings with educators, teachers, and administrators, individuals shared frustrations in watching children come to school with dirty clothes and the limited involvement of parents. Educators also acknowledged many families are in constant crisis – moving from house to house and often lack basic essentials to make a house a home, thus contributing to the poor academic performance of children.

From the various listening sessions with parents, educators, and service providers, one question repeatedly asked at the conclusion of each session - “How can I become involved in the work of the MBEZ?” This provided hope that parents, educators and service providers all agree there are significant challenges for ensuring the advancement of children in KIPP-Indy schools in Martindale-Brightwood and they want to become involved in new solutions. People also understand the collective effort must begin before children start attending school and must extend beyond high school.

Ensuring parents are able to enroll their children in high quality early childhood education centers provides the greatest pathway for ensuring children are ready for kindergarten. Finding new ways to engage parents in the schools and leading the learning charge at home is also an imperative. MBEZ partners have learned there are so many ongoing challenges with the school environment and while different organizations and even school resources may attempt to address such a broad range of issues, the MBEZ partner decided the focus on implementing the FSCS in the KIPP-Indy schools should focus on two critical skills and two behaviors that potentially impact these skills.

B. Proposed Goals and Objectives

Education remains a major concern for residents as people noted the inconsistent academic performance of children and youth. Despite the investment of organizations providing in and out of school interventions, little change has occurred relative to children’s academic performance. The MBEZ developed strategic goals and outcomes consistent with the requirements of the FSCS and plans to execute strategies and interventions to advance students in school while tackling challenges in the environment that affect students’ ability to engage and learn.

Goals and Objectives
Goal 1: Martindale-Brightwood children 0-5 are kindergarten-ready.
Objectives A. ECEs provide monthly literacy immersion exercises for children B. ECES provide high-quality learning stations to support sensory, brain development, problem solving, and inquiry for children C. ECEs provide 30 hours per week of academic and social emotional instruction and practice for children D. ECEs will provide at least 4 peer learning convening for area childcare centers to share best practices in early childhood development and parent engagement E. ECEs will provide at least 2 trainings for staff each year regarding Social Emotional Foundations based on the Indiana Foundation Standard to cover Sense of Self; Self-Regulation; Trauma-Informed Care, Conflict Resolution; and Building Relationships F. ECEs provide children at least 10 hours per week with physical activity, nutrition, and wellness
Goal 2 : KIPP-Indy students perform at grade-level.
Objectives: A. Provide KIPP-Indy students with access to myON Reader and MobyMax curriculums for reading and math B. Offer increased in and out of school time programming for KIPP-Indy students to encourage leadership development and explore a wide range of learning opportunities to increase their understanding of math, science, and technology. C. Target 100 parents to participate in the Parent and Family Resource Center in the Schools.
Goal 3: KIPP-Indy students participate in high quality youth development programs.
Objectives: A. Increase the availability of tutoring services for students who are slipping in their academic performance. B. Establish mentoring programs to reach KPP students at all levels. C. Work with parents and students to address chronic absenteeism through interventions.

- D. Work with urban farms to provide KIPP-Indy students with increased access to fruits and vegetables.
- E. Provide mentoring opportunities for middle and high school students.
- F. Execute wraparound strategy for students focusing on life domain issues in the home, school, and broader community.

Goal 4: KIPP-Indy parents/caregivers acquire the knowledge and skills to support their child/children's education at home as well as school.

Objectives

- A. Provide 12 parent engagement opportunities throughout each academic year
- B. Host two (2) community events each year to bring MBEZ families together with educators, providers and other community stakeholders.
- C. Target 75 parents each year to volunteer their time to working in the schools or community.

II. QUALITY OF THE PROJECT SERVICES

The MBEZ seeks to build upon key design elements already within KIPP-Indy schools and focus on areas identified as priority for ensuring all students advance academically. KIPP currently offers an array of programs and interventions targeting all students in both elementary and middle school and have already begun working with MBEZ partners to identify appropriate interventions and activities to be made available at the high school level. Over a five year period, the MBEZ expected to reach the following children, students, and families connected to the Martindale-Brightwood community and KIPP-Indy elementary, middle and high schools.

A. Performance Measures Over Five Years

Given the goals and objectives identified, the MBEZ provides the following performance outcomes aligned with each of the goals:

- Goal 1: Martindale-Brightwood children 0-5 are kindergarten-ready. In year one, begin to reach 100 children and expand the number of available seats to reach 300 children by year 5.
- Goal 2 : KIPP-Indy students perform at grade-level. Starting in year one, work with school leaders to ensure at least 45% of the children pass the ISTEP reading and math with plans for over 65% to pass by the 5th year.
- Goal 3: KIPP-Indy students participate in high quality youth development programs. Expand out-of-school time capacity in the community to reach an additional 180 students in the first year and continuing to reach up to 300 youth in year 5.
- Goal 4: KIPP-Indy parents/caregivers acquire the knowledge and skills to support their child/children's education at home as well as school. Begin to engage 75 parents through activities in the school and community in year 1 and expand to 125 parents by year 5.

B. Detailed Description of Services

The following provides more details pertaining to the goals and the services to be provided by the various MBEZ partners. In looking at the priority of services to be provided as part of DOE's expectations from FSCS, the MBEZ outlines its approach to address these key priority areas:

(a) High-quality early childhood education programs.

EMCC currently offers Early Childhood Education centers to support local children in preparing for kindergarten. Recognizing the importance of ensuring children develop the appropriate skills while under the age of 5 to best prepare them for kindergarten, the MBEZ will work with families in Martindale Brightwood who need assistance in placing their children in high quality child care. Beginning with EMCC's childcare centers in the community, EMCC's staff will continue to add new training, tools, and activities in working with young children to help prepare them for the Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness (START-KR). This tool measures a child's skills from infancy to kindergarten and focuses on the Indiana Standards for kindergarten in Math and English/Language Arts. The standards also include physical, personal care, and social-emotional skills. For children participating in childcare from -5, this is an opportunity for these children to be assessed early to determine if there are learning disabilities or special education needs.

Over the next five years, EMCC will secure additional partners within the network of childcare providers to join the MBEZ. This will increase the number of seats available for families looking to reside in Martindale-Brightwood. Great Families 2020 is one of EMCC's programs and use a two-generational approach in reaching children 0-5 and their parents. For families participating in this program, a range of resources and supports are available for the parents or caregiver seeking employment or improving their financial management skills while

the child is placed into childcare. EMCC continues to work with local providers to improve their capacity to operate high quality centers ensuring families have maximum options for placing their children for care.

(b) High-quality school and out-of-school-time programs and strategies.

Given the current performance of students in all grades relative to reading and math, the FSCS enables MBEZ partners to work with KIPP-Indy to provide additional interventions to supplement each school's existing curriculums. The MBEZ will provide access to an online curriculum in school as well as out-of school in the Leadership and Legacy Center. Working with school officials, the two evidence-based curriculums recommended include myOn Reader and Moby Max. myOn Reader is the largest integrated digital library providing students with access to digital books at all times. Using the MetaMetrics Lexile® Framework for Reading, students, teachers, and librarians can track, monitor, and measure growth. This particular curriculum has achieved results in increasing Lexile® scores in different after school programs.

MobyMax was identified by KIPP-Indy educators as an effective curriculum appropriate for the students in all three schools. Recently, MobyMax conducted a large-scale experimental study with 4,000 students in 230 classrooms across the United States. Because of this study, MobyMax qualified as ESSA Tier 1 "Strong Evidence" at it demonstrated positive outcomes in addressing learning gaps among students.

These are two online curriculums that students can access during the day while at school and at home. Given the challenge that many students may not have internet access at home, the new public library in Martindale-Brightwood provides additional internet access for residents. In addition, both programs can be completed using a smart phone.

In addition to the new reading and math curriculums, MBEZ partners will provide a range of programs to complement existing efforts of the school to create a culture and environment of learning and preparing for college. The particular partners were selected given the diversity of their offerings in reaching the students from K-12. Some of the offerings will be provided in the school while others will be offered in the school but, after school or at the EMCC Leadership and Legacy Center. Given the expanded campus that will now house the KIPP-Indy Legacy High School, the Leadership and Legacy Center's recent renovation allows for many more students of all ages to be served after school, weekends and during the summer.

EMCC's Leadership and Legacy Center will expand its program capacity and include the addition of new evidence-based programs to focus on reading, math, and STEM. Additional MBEZ partner will also provide programs.

(c) Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.

Recognizing the importance of helping children transition to a new school as they advance in grade, the MBEZ realizes multiple partners are required to support students and their parents on this journey. Again, the MBEZ partners identified for FSCS bring significant experience working with students at different grade levels and all strive to incorporate tools, skills, and strategies into their curriculum to help prepare students as they make their transitions. Some strategies may be integrated into existing classroom curricula while others provided in conjunction with out-of-school providers. The FSCS will work with school officials to explore different methods to gauge the level of readiness among students and work with parents to explore if other strategies

may be needed to better support their children such as workshops or small group discussions, based on feedback received from parents.

(d) Family and community engagement and supports, which may include engaging or supporting families at school or at home.

EMCC and other MBEZ partners offer different opportunities and supports to increase family and community engagement. Under the FSCS, the emphasis will be two-fold. First, increase parent engagement in the schools. Second, increase family engagement in activities throughout the community. The FSCS will be responsible for working to increase parent engagement in the school including establishing a resource room for parents to visit. Additional workshops will be scheduled to provide parents with information on KIPP-Indy curriculum, address questions and concerns they have about their children, provide information on key topics such as trauma informed care, post secondary opportunities for students and resources to support their families. Case Managers/navigators will be expected to work with the FSCS, MBEZ partners, KIPP-Indy school officials, MOVE and One Voice (resident leadership organization) to increase the coordination and level of engagement in community opportunities.

(e) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.

EMCC is recognized as one of the leading Centers for Working Families providers. A model initiative designed to help individuals and parents through coaching, workshops to enhance their ability to secure employment and improve financial stability. Another MBEZ partner, PACE offers similar services for individuals who have been previously incarcerated. In addition to these programs, other MBEZ partners provide workforce readiness training for students who may not be interested in attending college. One provider also provides entrepreneurship training. The

FSCS will work with school counselors to explore if additional career readiness opportunities can be incorporated into existing efforts as well as work with OST providers. In addition, EMCC continues to work with various employers throughout Indianapolis to encourage internships, job training, or shadowing opportunities for students interested in exploring different careers.

(f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.

Through the EMCC's Family Stability Project, youth who are no longer in school but need assistance in securing employment or entering into a vocational training program can be helped. In addition, former students interested in starting their own business can participate in the Community Solutions and Entrepreneurship Center for training on starting a business. The case manager/navigators will work with former students to connect them to the appropriate program for additional assistance which may extend to organizations operating outside the community.

(g) Social, health, nutrition, and mental health services and supports.

EMCC is the largest provider of social, health, housing, and mental health supports in the community. This is accomplished coordinating with other resources provided by the City, County, and State to secure support on behalf of MB residents. When an individual or family needs assistance as identified by the FSCS, they will be referred to EMCC to begin the enrollment process. In establishing the MBEZ, the enrollment process has been streamlined so that all partners now refer eligible families to EMCC for initial assistance. The enrollment specialist will complete an assessment to determine the needs to the individual or family and refer to the case manager/navigator. This individual will begin developing a family plan and identify the various supports that may be needed. Supports could come directly from EMCC

such as assistance with housing, childcare, or food. Referrals to hospitals or mental health partners can be provided for health-related issues. EMCC operates a food and clothing pantry that residents can access. While other MBEZ partners may provide some aspect of these services, the priority for the FSCS is to ensure all students and their families needing assistance are referred to EMCC where all resources, services, and supports provided can be monitored and assessed to ensure the student or family is progressing.

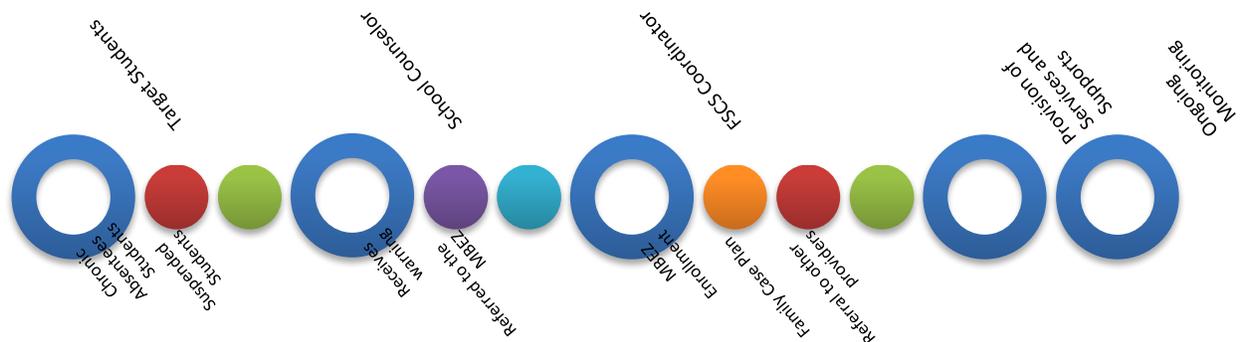
(h) Juvenile crime prevention and rehabilitation programs.

Several of MBEZ's partners focus on working with youth who are either justice-involved or may be at risk of becoming justice-involved. While MBEZ partners listed in this proposal plan to provide a range of activities and interventions to help all students, there may be students who need more support to avoid antisocial behaviors that place them at risk for being a victim of a crime or committing a crime. Providing direct, intensive supports to these students, this organization along with other mentoring-focused organization will work with students alongside the FSCS coordinator to address behavioral issues that may contribute to a violent act.

C. Priority Areas of Services

While all KIPP-Indy students and their parents will have access to the range of programs and services listed above, the MBEZ partners agreed priority services must be provided to support KIPP-Indy schools dealing with chronic absenteeism and suspensions. Although KIPP-Indy has experienced a 16% decline in suspensions over the last year, the overall number can be further reduced with direct attention to the repeat offenders. Often there may be challenges in the home environment contributing to why a student is late or repeatedly suspended, the MBEZ partners

seek to implement a special support process for helping these students and their families.



The first point of contact will be the school counselor who will identify students who repeatedly come to school late or without an excused absence as well as students who are repeatedly suspended. The counselor will determine if the student has made efforts on their own or even with counseling support to change their behavior. In the case of absenteeism, if the counselor determines there are challenges in the student’s home as the primary factor for the absences, these students will be referred directly to the FSCS coordinator. The Coordinator will then initiate the process to connect the student’s parent with the MBEZ service delivery team for more intense support.

Students who consistently suspended for inappropriate behavior at school will be directly referred to the FSCS coordinator. The FSCS coordinator may determine a student needs to participate in a character building program offered by one of the MBEZ partners. These students and their parents will be encouraged to work with the MBEZ service delivery team. It should be noted that additional partners stand ready to receive referrals to their programs if needed.

In both instances, the MBEZ service delivery process follows the same path. The enrollment specialist will conduct an assessment to determine what may be happening in the home

environment contributing to absences or suspensions. Once referred to the case manager, staff will work with the parent to develop realistic solutions to curtail the behavior. Once the family plan has been developed, the case manager/navigator will begin to coordinate services or supports to help the family and will continue to monitor the family after receiving supports. If necessary, the family or a family member may be referred to another service provider. What is most important in walking families through this process is remaining transparent and maintaining ongoing communication with both the student and parent. Effective case management begins with the client engaged in developing their plan and agreeing to revisit the plan on a regular basis.

While individual families will receive individual supports to address issues such as housing, food, health or mental health concerns, workforce development and other social services, the FSCS will also work with the school counselors to arrange small group sessions to keep these students engaged and enthusiastic about learning and staying in school. Each year, the team of school counselor, FSCS coordinator, and the MBEZ service team will meet to review the cases supported in the year and determine the effectiveness of the process or whether modifications are needed to enhance the process. If necessary, in future years, the team may opt to explore different curricula to offer students individually or in small group sessions to continue to see a downward trend in absenteeism and suspensions.

D. Pipeline of Services

The MBEZ has identified a comprehensive range of pipeline services through the partners committed to work under the FSCS. These services are consistent with goals for the FSCS and focus not only on the provision of services and supports to students but, to their families. The partners are reflected in a chart followed by a brief description of their respective offerings.

Partners	Early Childhood Education	KIPP-Indy Unite - Elementary	KIPP-Indy CP – Middle School	KIPP-Indy Legacy – High school	Family Engagement
IUPUI tutoring		X	X	X	
Crown Mentoring		X	X		
220 Leadership				X	
EdFit			X	X	X
Felege Hiywot Center				X	
Sustainable Connexions			X		
Next IT Girl			X	X	
Leadership and Legacy Center		X	X	X	
EMCC					
Community Solutions and Entrepreneurship Center			X	X	X
Leadership and Legacy Center		X	X	X	
Early Childhood Education Centers	X				X

IUPUI is a MBEZ partner and will offer the Indiana Kids program, which provides tutoring, mentoring, college and career resources to students in grades six through twelve. KIPP-Indy students will have access to a number of key services including:

- **Tutoring**—Tutoring is provided in areas of math, English, science, social studies, and is available to all students.
- **Mentoring**—Students will be matched with an Indiana University college mentor who will discuss academic goals, challenges, and support positive decision making.
- **Workshops**—College and career readiness workshops are sponsored by each campus for students and their families to attend. Workshops will feature various topics to support

student's goals such as science, technology, engineering, and math (STEM) enrichment, college readiness tips, 21st Century Scholars, events and more.

- **Family Engagement**—Family engagement is so very important to student learning and success. Family members will be invited to participate in a variety of workshops, webinars, and informational sessions such as positive youth development or college and career planning.

Currently, there is an abundant amount of strong evidence of the effects of one-to-one tutoring programs on the development of language skills. Evidence about achievement effects of one-to-one tutoring by volunteers is less abundant, however there are several studies that provide scientific evidence. Jacob, Armstrong, & Willard (2015) examined whether participation in Reading Partners, a supplementary program that provides elementary school students with individualized tutoring from community volunteers, led to improvements in reading achievement, mathematics achievement, and student attendance. Reading Partners program led to statistically significant improvements in reading comprehension, reading fluency, and sight word efficiency.

Smith, et al. (2016) report the results of a randomized study to assess the impact of Mathematics Recovery (MR) a program designed to identify first graders who are struggling in mathematics and provide them with intensive one-to-one tutoring. Results demonstrated strong results in first grade and non-significant on the second grade. The randomized study conducted in Michigan (Burns, Senesac & Silbergliitt, 2003), assessing the effectiveness of HOSTS (Help One Student to Succeed) in improving the reading achievement of children at-risk for reading failure found that the growth experienced by the experimental group significantly exceeded that of the control group on measures of reading fluency, reading comprehension, initial sound

fluency, and overall reading skills. The authors concluded HOSTS Language Arts volunteer tutoring program appeared to be an effective intervention for children identified as at risk for reading difficulties. Equally important has been the study conducted by Baker, Gersten & Keating (2000) to evaluate the results of the Start Making a Reader Today (SMART). The randomized control study found that the program improved the reading abilities of students deemed at risk for failure in reading. Statistically significant differences were found on three aspects of reading: word reading, reading fluency, and word comprehension (i.e., reading vocabulary).

Crown Mentoring, an MBEZ partner offers a Character Building Program that utilizes professional mentors and a character based curriculum to challenge each student we serve to be successful in an encouraging environment with high expectations. Crown Mentoring provides afterschool mentoring services to students attending the three KIPP-Indy schools. The Crown Mentoring team works closely with school administrators and parents to build character and confidence in the students we serve. With our team of professional mentors, our Character Building curriculum is implemented after school, twice a week during our 12 week, Fall, and Spring sessions. The success of this partnership is due to shared vision, values, and strategic planning for a program that is systemic and designed to create a win-win for students, schools, and community. This model for partnership between parents, students, high level leaders, executive staff, principals, teachers, professional mentors, and community leaders is proving to be successful.

Crown Mentoring has served over 300 students, provided over 1,700 mentoring hours and have empowered our students through exposure on field trips to the University of Indianapolis, IUPUI, Marian University, the Mayor's Office and City County Building, the Central Library,

the Kroger Company, the Rolls-Royce Corporation and Heritage Museum, and Indiana Pacer Basketball games.

While students are engaged in our Character Development Program, they participate in small and large group activities. During each mentoring session the theme of the week is defined and supported through ice breakers, group activities, videos, past and present examples of the theme, and fun physical age appropriate activities. Students will learn how to apply the theme to their lives at home, in school and in their community.

We build character in program participants using 12 Character Development Themes: **Courage, Leadership, Responsibility, Respect, Friendship, Tenacity, Attitude, Honesty, Decision Making, Citizenship, Adversity (Conflict Resolution), and Identity.**

Exposure and Celebration: Students in each session have the opportunity to participate in at least one field trip to a local college, professional sports game or local business with the mentoring group and a completion celebration ceremony at the end of each 12 weeks.

Promotion: Students who have perfect attendance and excel in the Character Development Program are encouraged to serve as peer models for future groups and earn the Crown Uniform.

Parent Participation: Parents participation in our Parent University is one of our program strengths. We sponsor three Family Fun Nights during each 12-week session, when we feed the families, engage the children in fun and games, and empower our families through the Parent University. Parents are empowered with parenting skill development and information on how to help their children be successful students in an environment where they are safe and supported.

The **Felege Hiywot Center**, as a MBEZ partner focuses on STEM programming for students. The organization operates a working farm in Martindale Brightwood as well as school-based farms during the school day and in the afterschool programs. This partnership has grown over 15

years and has blossomed into one of our most sustainable collaborations. “Findings revealed multiple ways in which school-based urban farms fostered school connectedness by promoting positive relationships, enhancing students’ social-emotional growth, and providing students with opportunities to engage in hands-on, experience-based learning.” Matthew Fifolt, Amy Ferguson Morgan, Zoe Ripple Burgess, October 19, 2017 <https://doi.org/10.1177/1053825917736332>.

Teenage students in the Youth Farm Initiative work side by side cultivating crops, growing friendships, and developing life skills while earning a modest salary. Through this program, FHC teaches high school students the importance of Service, Leadership, Teamwork, and Knowledge. The Youth Farm Initiative is youth-led, with many opportunities for input from students, and provides experiential learning opportunities, implementation of real-world life and business principles, service to the community, and an outlet for local agriculture.

The urban farm program is all about learning and having fun. Through the program, children gain the knowledge and skills of growing sustainable food. We combine language arts, math, science, and social studies with horticulture lessons. With hands on agriculture and business activity, FHC applies inquiry-based science curriculum to re-enforce state standards. The urban farm creates a work environment full of learning opportunities and allows students to market and sell the produce they grow. The farm generates fresh, sustainably produced food for Martindale Brightwood, a neighborhood with health issues and heightened food insecurity.

The **M.U.S.T.A.R.D Seed Group** (An acronym for Making Unique Successful Talented Articulate Responsible and Dependable young adults) is a youth development program focusing on youth employment, social and talent development. It is the goal that youth will become more knowledgeable of their talents, aspirations and purpose and that these components will affect their choices to have a greater impact in their lives locally and globally.

Originally created by Oasis Christian Community Development Corporation in 2002, the program serves youth ages 14 to 17. The five (5) week program addressed Character Traits; Values Clarification; Personality Type Identification; Career and College Exploration; Skills Assessment; Workplace Financial Literacy; Job Readiness Skills (employment applications, resume development and interviewing techniques); and Worksite/Internship Placement.

An expanded component of the program called, M.U.S.T.A.R.D Seed Plus addresses STEM knowledge and skills. The subject areas incorporated into this program component include Information Technology, Culinary Arts and Engineering. Both programs serve youth 14 to 17. These afterschool programs are tiered in an approach designed to capture youth at the age of 12 where a general gap of services usually occur for youth and carries forward until they are ready to enter a post-secondary path. Stipends are made available to youth during their participation in each program.

EMCC recently launched the **Community Solutions and Entrepreneur Center (CSEC)** to connect and execute entrepreneurship education programs that directly support residents including students with business planning, startup and scale-up efforts, and obtaining access to capital. Recognizing the challenges many families face in securing employment, entrepreneurship provides an alternative source of income to help stabilize families. CSEC also support initiatives aimed at rejuvenating economic competitiveness in the Martindale-Brightwood community.

The Center will work with school officials to identify students that may have an interest in understanding the requirements of starting their own businesses. The Center will be designed to engage with the local population over three distinct age groups:

- Middle school students will engage in interconnected, experiential opportunities related to entrepreneurship and the free market which develop self-confidence, stimulate problem-solving and critical-thinking skills, and develop real-world entrepreneurial skills
- High school budding entrepreneurs, taking informed risks while exploring ventures that foster the critical entrepreneurial skills of ideating, problem solving, pivoting, and pitching
- Out of school youth and adults will be mentored through an industry - discovery period leading into incubation, launch & funding support of new ventures. Initial areas of focus industry-discovery for the Entrepreneurial Center will include: IT/Coding, Agribusiness, Culinary & Hospitality.

The CSEC also plays a critical role in supporting the broader community – for adults seeking to start their own business or secure a job. Budding entrepreneurs will attend monthly workshops and quarterly panel discussions comprised of individuals from local businesses, program alumni, and other resource agencies such as BOI and SBA. These and other partner workshops will lead participants to vet and research their ideas, hone their concept, and develop a business plan, and explore opportunities for raising capital.

The **Next It Girl** recognizes that technology has made itself apart of every aspect of our lives today, and the students who understand it are the ones who know about the versatility, earning potential and career demand behind it. Their programs aim to give youth exposure to technology outside of traditional book learning. The implementation of Next It Girl programs in Martindale-Brightwood helps close the gender and race gap by problem solving, logical thinking, and the ability to abstract. By being able to think logically, you can better connect ideas together. The Next It Girl strives to educate, mentor, and advance young women of color on all aspects of computer science and information technology. By supporting broader career options and

encouraging all technical interests, the organization provides the support network KIPP-Indy students need to pursue and successfully excel in technology-related careers. Two key offerings that will be provided during out-of-school time include:

“IT Girl” tech workshops - Tech workshops are a great way to introduce student’s interest to Technology and get exposure to developing logical thinking and problem-solving skill sets.

Workshop courses cover the fundamentals of the many interest areas of computer science and information technology- not solely coding.

Mentorship -Promoting individual growth on a personal level. We offer mentor matches based on your career interests. Mentor sessions are scheduled quarterly.

Sustainable Connexions, Inc. (SusCo) based in Indianapolis , strives to support the development of vulnerable children as they move along paths towards becoming self-sufficient adults. Working with a network of partners, SusCo coordinates with organizations in the U.S. as well as Ghana to carry out its mission. **Through the Eyes of Youth: the Hope and Resilience Project** (Hope and Resilience Project) seeks to utilize photography and social media channels to build cross-cultural relationships between youth in the United States and Ghana. SusCo will deploy a photovoice program to build international connections between vulnerable youth living in Indianapolis, Indiana and Ghana.

The Hope and Resilience Project involves using visual arts tools to develop communications skills, competencies, and interpersonal skills of youth. Through this effort, youth participants will build their self-confidence and understanding the connectedness of their world with others. The Hope and Resilience Project provides a unique vehicle for youth to share visual images and personal insights about what they love about their environment as well as what they would like

to change. A twelve-week program, ideal program participants are middle school students. In addition to learning about how to take picture, youth will complete a life skills curriculum.

EdFit serves as a premier education liaison and comprehensive resource supporting education, equality, and diversity for leaders, parents and the community. We are the “voice” of concern for the promotion of high quality, innovative school options that focus on parent and community involvement in the educational reform movement throughout the Midwest and Great Lakes regions of North America. EdFit educates and empowers parents on the quality school selection process and works to ensure underserved students are afforded the tools necessary to fulfill their promise and become productive members of our community. Working with KIPP-Indy parents, EdFit will offer a series of trainings and workshops designed to increase awareness about post secondary options, resources to pay for education and connect parents with mentors and other resources to support their children.

220 Leadership helps students and young professionals close the gap between where they are today, and their 220 Life. This is where they do work they absolutely love; are free from all the traditional limitations of time, money, work, and education; and live happy and fulfilled every single day. The organization works with high school students to set goals based on their ultimate lives, helping create the next wave of game-changing social entrepreneurs, philanthropists, innovators, global leaders, and artistic creators that otherwise would have settled for less.

III. ADEQUACY OF RESOURCES

A. Relevance and Demonstrated Commitment of Partner

The Edna Martin Christian Center’s operations budget is \$3 million with an additional \$5 million in endowment funds for advancing the mission of the center through an array of programs and services including initiatives such as Full Service Community Schools. EMCC has matching capacity from private, individual and group donors as well as a strong non-federal grant based focused on community service interventions. Additionally, EMCC has been successful in gaining more than \$100,000 in-kind supports from major corporations, foundations, and service organizations to offset program costs.

B. MBEZ Partners and Signed MOUs

While MBEZ reflects a comprehensive list of partners, all partners will not be directly involved in providing activities and interventions for students in the school or afterschool. Several partners, because of their respective work, will continue to support the strategies of the MBEZ. Should their services be needed via a referral, these organizations, having an MOU on file already agree to support the needs of students and their families.

EMCC maintains Memorandums of Understanding with all of the MBEZ partners. The following are the partners anticipated to contribute to the implementation of FSCS. The following is the full list of partners available to support the implementation of the FSCS by the MBEZ.

MBEZ Partners Support for KIPP-Indy Students and the Martindale-Brightwood Community	R	M	S	C	S	T	M	F	S	C	C	A	F
	e	a	a	.	T	u	e	o	p	h	o	r	i
	a	t	p	T	E	t	n	d	r	a	l	/	n
	d	h	c	h	N	r	o	S	t	a	e	C	n
	i		a	i		i	r	e	s	c	g	u	c
	g		N	i		g	u			e	/	t	a

			e e d s	n g / L e a d e r . D e v			n g	r i t y		r D e v .	C a r e e r	u r e	I L i t .
Big Brothers and Big Sisters	X	X		X		X	X			X	X	X	
Brandywine Farms						X	X	X		X	X		
Brightwood Library/Marion County Library	X			X						X	X	X	
Community Health Network-Community East Hospital								X			X		
Early Learning Indiana	X			X						X		X	
Edna Martin Christian Center	X	X	X	X	X	X	X	X		X	X	X	X
IndyParks- Douglass, JTV Hill and Washington Parks	X			X			X		X	X		X	
KIPP-Indy Schools	X			X			X			X	X	X	
Martindale-Brightwood CDC												X	X
Nurse and Family Partnership			X					X		X			
Oasis CDC							X			X	X	X	X
Stop the Violence				X			X			X	X		
The Oaks	X			X			X			X	X	X	X
Central Indiana Community Foundation										X	X	X	X
City of Indianapolis										X	X	X	
Family Promise			X	X		X	X			X	X	X	X
First Financial Bank										X	X		X
IMPD													X
IUPUI											X		X
OneVoice Martindale-Brightwood										X		X	
The Mind Trust										X	X		
United Way										X			X
City County Council													
Local businesses													
Eastern Star Church	X	X	X	X		X	X	X		X			X

Felege Hiywot Center	X	X	X	X	X	X	X	X		X	X		X
PACE										X	X		X
PNC Bank										X			X
Boys and Girls Club	X	X			X	X	X			X	X	X	
YMCA –Avondale/ 56th	X	X			X	X	X			X	X	X	
Mt. Mariah	X	X			X	X				X		X	
Little Angels	X	X			X	X				X		X	
St. Rita	X	X			X	X				X		X	
Evolve – young males									X	X			
Brightwood Community Center	X	X								X			
Douglass Little League									X	X			
St. Paul AME	X	X								X			

C. Sustainability Plan

For 78 years, EMCC has focused on early childhood and school age youth programming. It continues to be a priority program area for the organization. The board of directors has further committed additional investment to be targeted to this program area to ensure the sustainability of the programs beyond the DOE investment. EMCC has raised slightly over \$8 million through grants and donations in support of a variety of initiatives. Given our grant income, the Center has maintained the ability to secure and comply with local state and federal grantors including but not limited: to the Department of Housing and Urban Development via Community Development Block Grant Funding; U.S. Department of Education Funding, through our 21st Century Community Learning Center; and the Department of Labor.

Some of our strongest funding partners include: United Way of Central Indiana, American Baptist Churches, USA, the City of Indianapolis, Lilly Endowment, Central Indiana Community Foundation, Nina Mason Pulliam Charitable Trust, IUPUI, the Siemer Institute for Family Stability, Local Initiatives Support Corporation (LISC), and the Indiana Department of Education. Through all of its grants and contractual arrangements, EMCC has met all compliance and

performance outcomes necessary to maintain and ultimately grow resources to carry out our long-term mission and vision.

The MBEZ aligns not only with the EMCC's strategic plan, but many of the MBEZ partners. As partners have come to understand the significance of the collective impact model, more strategic collaboration will enable partners to pursue resources to support the continuation of the work. Again, following the Martindale-Brightwood QoL, the MBEZ partners remain committed to supporting the interventions and activities proposed in helping KIPP-Indy students and families. Partners also recognize the importance of expanding high quality early childhood development options and wraparound supports for families to ensure successful school entry and growth and develop that leads to financial secure futures. EMCC is also engaged in discussions with local funders that indicated early support of the MBEZ model. A resource development consultant has been retained to work with partners to identify additional resource opportunities to support aspects of the MBEZ's strategic framework with the priority on sustaining the work established under the FSCS program.

Additionally a subcommittee of the MBEZ has been established to work with the resource development consultant and explore ways to collectively pursue additional opportunities to support the work of the MBEZ. A resource development plan will be developed exploring local, state and national opportunities for grants as well as exploring fundraising activities.

D. Reasonable Cost in relation to the number of persons to be served and to the anticipated results and benefits.

MBEZ will serve more than 1,000 youth and 700 parents with an array of services. Intensive services are anticipated to be offered to 300 students who have been identified by the school to have the greatest need for interventions due to absenteeism, suspension, housing instability and

trauma. The impact of those issues are strongly correlated with academic performance and need to be addressed holistically in order for performance to improve.

In serving 1,700, the program costs \$564 per participant. Further, based on the community-level impact of this initiative, an additional 2,000 families with children in the Martindale-Brightwood area will have access to information and skill building resources from public education forums, information dissemination, and connection to emergency abatement and skill building resources.

IV. QUALITY OF THE MANAGEMENT PLAN

A. Qualifications And Description of the Eligible Entity

Edna Martin Christian Center (EMCC) is a private 501(c) 3, not-for-profit founded in 1941 to serve the needs of youth and their families in Marion County. EMCC has a 78-year history of successfully delivering comprehensive services to high-risk children and families working in partnership with community nonprofits, residents, local and state agencies, foundations, and the United Way of Central Indiana. Through education, workforce development and community health programs and services, EMCC strives to help individuals, families and communities thrive and remain healthy.

Edna Martin Christian Center (EMCC) serves as the backbone organization for MBEZ. The organization's mission: ***to support and nurture individuals and families in communities throughout Marion County by providing holistic programs and services to bridge cultural, racial, and economic differences*** positions the organization to focus on building strong families and creating healthy community environments. EMCC's leadership believes residents can and must contribute to building vibrant neighborhoods and prospering communities.

Given its vision and mission, EMCC provides programs and services in three strategic areas: education, workforce development, and community health. Working in collaboration with a number of organizations across Marion County, EMCC's clients typically reside in many of the distress neighborhoods comprising the Near Eastside. Working closely with local residents, community leaders and nonprofit partners, EMCC strives to research, identify, and ultimately deploy evidence-based or promising practices to improve neighborhood-level and family-level conditions. Ultimately, EMCC seeks to achieve outcomes for children, adults, seniors and

families demonstrating they can all successfully improve academically, socially, financially, and overall health wise.

EMCC is one of only a few community centers in Indianapolis successfully operating Early Childhood Education centers (ECEs); two-generation approach initiatives including —Great Families 2020 and the Family Economic Success (FES) programs; and broader community programs including seniors and other special target populations. While the organization’s work spans Marion County, EMCC’s base location is within the Martindale-Brightwood community at 37 Place and new Leadership & Legacy Campus. The organization serves clients living in neighborhoods in the Near Eastside. EMCC operates a network of neighborhood action hubs to reach residents with programs and services focusing on education, workforce development, and supporting community health. These hubs include area schools, other community centers, and provision of vocational training services at partnered employer sites. Additionally, EMCC recently acquired and renovated a facility one mile from its 37 Place location which is now home to the Leadership and Legacy Campus. The Leadership and Legacy facility houses expanded kindergarten readiness options, youth development programs, family programs, as well as senior activities. This campus will house the KIPP-Indy Legacy High School.

The work of EMCC and its staff has been acknowledged by several entities recognizing the organization and its leadership in helping transform the Martindale-Brightwood community. To date, EMCC has been recognized by the following: City of Indianapolis Proclamation for Service; Indiana Minority Business Magazine Champion of Diversity Award; the National "Passionary" Award from the American Baptist Churches USA; the IUPUI Chancellor's Cabinet Community Leadership Award; the Indianapolis Recorder Legacy Award; the One Voice

Martindale-Brightwood Community Leadership Award; City of Indianapolis Community Leadership Recognition; and the Neighborhood Action Program Servant Leadership Award.

Below are summaries of past and current initiatives highlighting EMCC's work in the community. It should be noted that EMCC and United Way of Central Indiana's 2-generation model was highlighted nationally by Child Trends: <http://www.childtrends.org/moving-parents-and-children-out-of-poverty-a-two-generation-approach/>

Parent Cafe with Martin University—represents an example involving NASA SEMAA Family Café's in partnership with Martin University. As a 21st Century Community Learning Center, EMCC integrated a series of family engagements designed both to share general programmatic updates with parents and to gauge interest in further comprehensive opportunities offered through the Center's social service operations. These efforts stimulated family interests in STEM and post-secondary opportunities through Martin University, introduced families into the Centers for Working Families, and provided emergency and crisis-based supports available through the Center. Parents were also invited to enroll in Martin University's Baby College to receive resources to help with the development of their 0-5 children. Today, the Center provides eight engagements for whole families through the Leadership and Legacy Program.

WorkSource and Martindale-Brightwood Family Stability Program - In 2011, EMCC began providing a training-to-work opportunity for participants in the Martindale-Brightwood Family Stability Program. Connected to Center for Working Families, the Martindale Brightwood Family Stability program has been working for 6 years to stabilize families so they can benefit from wrap-around supports (i.e. emergency assistance, material assistance, and child care supports). The results align with the GF2020 SIFS target outcome of adults increasing employment stability to help families on the path to self-sufficiency, while children receive

supports to ensure successful social, emotional, academic development and future achievement. In 2016, the MBFSP had 50 families with 95 children, of which 17 were 0-5 years old and 78 school age youth. Case management and Center for Working Families coaching contact was consistently made with families receiving a range of direct supports Thus, 38 families are considered stable by not spending more than 30% of their income on housing and their children did not have disruption to their education.

Chase Family Initiative – In 2016, EMCC worked with Martin Luther King Community Center (MLKCC) to deliver income support, financial coaching, employment, and adult education services to families receiving the On My Way PreK and PSP scholarships. From March 2016 to the end of 2016, financial coaching services were provided to 82 combined MLKCC/EMCC area residents and targeted preschool voucher parents. Specifically, 55 are selected MLKCC/EMCC area residents with 0-5 children of which 27 are On My Way PreK/Indy preschool Scholarship Program recipients. The financial services included a number of tasks that focused on: current financial assessment and planning to achieve goals.

B. Staffing Plan

Positions	% of time devoted to FSCS
MBEZ Director	50%
FSCS Coordinator (3) - TBH	100%
Case Managers (2)	50%
Oversight Administrator	10%
Finance Mgr	10%
Enrollment Specialist -TBH	25%
Youth Program Coordinator	25%
Data Specialist	25%

EMCC has assembled a team of professionals to provide services under the MBEZ. Funding from the Department of Education will support the allocation of staff experience to implement

the robust project design. Given the magnitude of the MBEZ work, in addition to the full time FSCS coordinators, EMCC plans to devote staff to provide case management services,

enrollment, data specialist and a youth program coordinator. The MBEZ director, finance manager and the oversight administrator round out the executive-level staff responsible for managing and administering the FSCS in the KIPP-Indy schools and Martindale-Brightwood community.

C. Brief Bios of EMCC's MBEZ Team

EMCC recognizes the importance of assembling a team that will be ready to execute the work upon award. The individuals identified for the FSCS project bring years of experience, educational credentials, and commitment to the execution of the MBEZ and working with KIPP-Indy.

Tysha Hardy-Sellers has 25 years of experience in team-based project/initiative execution in fields including media, government, corporate, health and human services, and community development. She has a BA in Public Relations and a BA in Russian studies from Bradley University and Master's Degree in Medical Sociology (focusing on social determinants of health; health disparities; and mental health and illness) from Indiana University. In her current role, Tysha focuses on building and supporting collective impact teams to address social issues in targeted communities.

Barato Britt has 20 years of experience in education policy and parent/child engagement. A results-oriented, highly motivated professional with an accomplished record in journalism, education management, marketing and public relations and non-profit management, Mr. Barato Britt has committed much of his professional career to community empowerment. He currently serves as the Executive Director of the Leadership and Legacy Academy, a project of

the Edna Martin Christian Center. In that capacity, Mr. Britt is currently responsible for day-to-day management, operations and logistics, staff and program development for EMCC's Leadership and Legacy Campus, a 13-acre site focusing on child and youth development, senior programs, an urban farm, athletic fields, and the home of the new KIPP Legacy High School.

TaQuasha Manns has 17 years of experience in case management services. She has a BS in Social Work, and just recently completed her Master's program in Clinical Social work with a specialization in Behavioral health for adult and child. TaQuasha's wealth of experience is drawn from her positions at Adult and Child Behavioral Health; Cooperative Managed Care health Systems; and the Julian Center. In her current role, TaQuasha focuses on the mental, social, and emotional needs of families by providing families with the appropriate interventions and resources.

Mia Black brings 13 years of experience working to enroll and support families in need of services and supports. After obtaining a BS in Criminal Justice and Criminology, Mia worked in several correctional systems to identify needs, create treatment plans, and provide community referrals, and re-entry supports for hundreds of clients. Mia's focus has been to helping to enroll individuals and families into EMCC's programs to achieve self-sufficient through education, employment, and financial health. In her current role, she focuses on providing services to both adult and child to ensure the entire family has a pathway to successful outcomes. Mia is currently completing her MS in Social Work.

Tawnya McCrary has 25 years of experience in data analysis, evaluation, and program development. Holding a MBA, Tawnya leads teams in the human service sector focused on workforce development outcomes for individuals and overall stabilization for families. Tawnya currently serves as the Senior Operations Director of the Counseling and Training Centers of

EMCC. In this role, she develops and oversees housing, workforce, adult education and social services to ensure heads of households have the skills and resources they need to move from in-crisis to stable to asset development.

Jamie Scott currently serves as the Youth Programs Coordinator for EMCC's School Aged Out of School Time Programming, a position she has held since 2016. In that time, EMCC's Out of School Time Youth Programs have expanded to directly serve over 300 students from 15 traditional public, charter, and private schools. A member of the EMCC school-aged youth program staff since 2010, Ms. Scott is presently responsible for program coordination, school/center/parent communications, student recruitment, and retention and assists in program development. Since joining EMCC, Ms. Scott has received certifications from the following: NASA Out of School Learning Network, Child Care Answers, and Indiana After-School Network and is an administrator of their Indiana Program Quality Self Assessment, and recently received her Child and Youth Care (CYC) Professional credential. She is also currently pursuing her Child Care Development Associate (CDA) credential. Ms. Scott currently attends Ivy Tech Community College.

Amy Greene has 17 years of experience in the accounting and HR fields in positions at major corporations throughout the United States such as Caterpillar, Aerodyne, Denney Companies, and Desert Regional Medical Hospitals. She also worked as the Director of Compliance and HR at Martin University at which managed federal grants. Her current position is Vice President of Finance of the Edna Martin Christian Center where she manages a team that oversees 50+ grants, individual and group donations, business income, an endowment, and federal subsidies.

D. Initial Planning Phase

Upon notification of the award, the MBEZ team including EMCC, KIPP-Indy officials and the various MBEZ partners will convene a number of planning sessions before the official launch of the FSCS. This planning will provide an opportunity for the evaluator to review data reporting requirements, establish a timeline for implementation of services, address any questions or concerns about service delivery by the various partners, and establish a regular meeting schedule. EMCC has learned that at the onset, everyone may be clear on their roles and responsibilities but this may change when multiple partners are convened together. Ensuring everyone is on the same page before the launch of the FSCS increases the likelihood of overall success.

E. Responsibilities of the Project Team

The oversight administrator will serve as the primary contact person for EMCC in interfacing with DOE, KIPP-Indy's executive leadership and other community partners. The oversight administrator will also supervise the MBEZ director and meet regularly with the director to ensure progress with the implementation of the project.

The finance manager will be responsible for the financial requirements associated with the grant including financial reporting, payroll and management of all subcontractor invoices.

The MBEZ director will guide the implementation of the MBEZ. This individual will supervise all staff; coordinate with KIPP-Indy school leaders and other MBEZ partners to ensure the project is achieving milestones and ultimately the established goals and objectives. The director will also be responsible for leading efforts to sustain the work of the MBEZ.

Three (3) FSCS Coordinators will be hired to lead the way in coordinating activities within the three KIPP-Indy schools. The FSCSs will be responsible for working with school staff, teachers, and leaders, along with students, parents, and MBEZ partners in supporting the

execution of activities and interventions designed to achieve the stated goals in improving the academic outcomes for KIPP-Indy students. These individuals will work coordinate activities and interventions conducted by MBEZ partner organizations at the school. They will also work to develop new partnerships with other providers committed to the goals and implementation plan developed by MBEZ. In addition, the FSCS will work with the MBEZ service delivery team to make referrals for parents who may need supports to help address issues such as employment, housing, food, childcare, and health care services. The FSCSs will also coordinate and monitor out of school time activities to ensure students have full access to the array of offering available by MBEZ partners.

Lastly, the FSCS will be based in the schools and will work with school officials to collect student data and participate in regular MBEZ team meetings. Desired educational background for the FSCSs includes a minimum of a bachelor's degree and at least 2 years of experience working with children, youth, and adults. Ideal candidates may possess past experience working in schools or a local nonprofit. Given the range of activities offered during the school day, after school and on weekends, the FSCS must be flexible in their work hours and have access to transportation.

In addition to the FSCS, two case managers/navigators will work with the FSCSs, students, and families to help coordinate the range of support services available from EMCC and other MBEZ partners. Case managers maintain family plans to help keep track of the various needs of family members including the student. If the FSCS identifies a student whose family may need additional interventions beyond the scope of the school, the case managers will begin working with the student and their family to address the various challenges. Persons in these positions

must possess two years of experience working with children and adults and must have a four-year degree.

An enrollment specialist will devote time to the MBEZ to support the case managers and the FSCS in working to enroll families into EMCC's ETO client tracking system. The data specialist is responsible for entering all data reports provided by MBEZ partners into the ETO to provide the evaluator and the MBEZ leadership with accurate data regarding the impact of the overall effort.

As EMCC plans to expand its capacity to reach additional KIPP-Indy students through its out of school time programs, a youth program coordinator will be assigned to implement the new interventions and to coordinate other additional programs. The youth program coordinator will work with other EMCC staff as well as the FSCS coordinator to schedule activities to maximize the time and activities students participate in while at the Leadership and Legacy Center.

F. Maintaining Ongoing Communication

The implementation of the FSCS requires multiple partners to work together with school teachers and administrators to achieve the goals established. In addition, it is imperative to maintain not only internal communication among the various partners but externally with the broader community. The MBEZ operates with a committee structure including a communications committee. This committee is charged with sharing information on the progress of the MBEZ with other stakeholders in the community including partners, residents, and business owners.

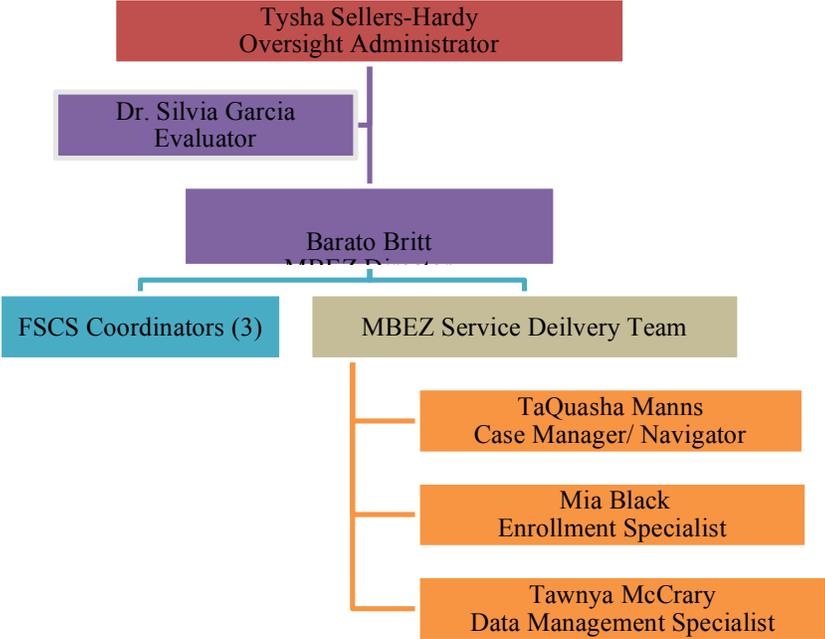
Internally, EMCC convenes monthly staff meetings to assess the progress of different programs and to develop strategies that can be deployed to keep programs on tracks. Team meetings will serve as the vehicle to address changes in the process to achieve greater outcomes

relative to the goals. Under the FSCS, the full team responsible for implementing the work including MBEZ partners will be convened every other month. EMCC staff assigned to work on FSCS will continue to meet weekly. A dashboard with specific milestones will be developed shortly after the award to be used as a tool to monitor the level of activities and outputs for all of the activities and interventions implemented. This data will ultimately connect with the work of the evaluator as she looks at specific outcomes resulting from the work.

In convening regular team meetings, EMCC will use both face-to-face meetings as well as video-conferencing. Meetings will be held in one of the KIPP schools or EMCC’s main office.

G. Project Organizational Chart

The following is the proposed organizational chart for the MBEZ. The chart also depicts how the MBEZ will be connected to other programs operated by EMCC. Resumes of MBEZ staff have also been included.



EMCC maintains written job descriptions on all staff positions as well as individual personnel files that contain performance reviews. A policy and procedures manual is maintained for every program and functional department. Employees are evaluated by their supervisor who will compare their progress toward achieving the various programmatic outcomes. The desired outcomes for EMCC in evaluating its employees is to ensure a strong match between an employee and their position, connection with the client and ultimately, the ability to achieve the outcomes for the programs.

H. Safety and Background Checks

It is EMCC's policy that all employees and volunteers complete a background and child abuse registry check before working with clients. Everyone responsible for working directly with children and youth is fingerprinted. Employees are referred to a vendor contracted to be fingerprinted and must provide evidence in the form of a receipt to verify proof of being fingerprinted. It takes approximately 2-3 weeks to receive clearance in the mail. If background check comes back questionable, EMCC will terminate the employee. This policy complies with State and local laws for Indiana.

As part of their employment, all staff participates in annual training. All new staff hired for the MBEZ will participate in an orientation session where they will obtain training before they begin providing services. Training throughout the duration of the grant will focus on building/maintaining the skills of staff (including supervisors) in working with students, educators, as well as parents. MBEZ staff will also receive training in the following areas: bullying, cultural awareness, and working with diverse populations including ethnicity, age, gender, education attainment, trauma-informed care, drug abuse assessment and prevention; and physical abuse among adolescents.

I. Confidentiality of Client Files

Each student and/or family served by MBEZ will result in the creation of a family file. This file includes all intake materials, completed release of information forms, academic records and other provider data. EMCC currently uses ETO software to store all client files. The system has been expanded to allow data collected from various MBEZ partners to be added to each client file.

After staff enters data into the system, access to these files remains limited to key personnel working with the client.

V. QUALITY OF THE PROJECT EVALUATION

A. Evaluation Justification

In developing the strategic framework for the MBEZ, the partners developed a number of assessment strategies to measure goals and outcomes. MBEZ partners developed key indicators, desired outcomes, and sources of data to be collected. EMCC also assigned internal staff for collecting data from the various MBEZ partners and entering the data into the ETO system. Data reports generated on a monthly basis are shared with EMCC's leadership team, the MBEZ director, and MBEZ executive committee. Some of the information to be collected and analyzed include: grades of students, skills testing reports from the Early Childhood Education Centers, test scores for children in grades K-12, pre and post survey results for children and youth participating in out of school time programs, attendance records, and satisfaction surveys from parents completing workshops and training.

While the MBEZ partners realize changes in the academic performance of MBEZ children and youth will not happen overnight, success entails seeing examples of children making incremental progress in schools, parents feeling more confident about the stability of their households and MBEZ partners demonstrating greater capacity to provide critical offerings to families in the community.

B. Lead Evaluator

Sylvia Garcia, PhD will partner with EMCC to provide evaluation services for the FSCS grant. Dr. Garcia completed her doctorate in development studies at the Universidad Central de Venezuela-CENDES in Caracas, Venezuela. Other degrees include: Master of Education from Harvard University, Cambridge, MA; Master in Public Affairs in Nonprofit Management - Indiana University-Purdue University Indianapolis; and Bachelor Degree in Secondary

Education from Instituto Universitario Pedagogico de Caracas, Venezuela. She is currently the Assistant Director for Research at Indiana University-Purdue University's Center for Family, School and Neighborhood Engagement. Dr. Garcia is experienced in working with community stakeholders to conduct participatory evaluations of programs developed in partnership with IUPUI. She regularly supports the Center's research agenda through academic publications, technical papers, technical assistance, and capacity building for community engaged research and was instrumental in developing the performance metrics for the MBEZ.

C. Evaluation Plan

Evaluation of MBEZ will include both formative and summative data collection, analysis, and reporting. The formative features of the evaluation will be based on the information needs of various program stakeholders including school staff, FSCS coordinators, and the Edna Martin Christian Center (EMCC). Interviews and observations conducted during annual site visits will provide much of the formative data. Summative data collection efforts will focus on addressing the extent to which the program is meeting its performance measures and helping students achieve academic, social, behavioral, and cognitive outcomes.

Data Collection & Analysis

Although Dr. Garcia will coordinate all aspects of the evaluation, much of the data related to the performance measures will be collected and maintained by program staff in the fall and spring of each year. This data includes daily participant attendance, demographics, math and reading grades, and reading and math assessment results. Program staff will distribute surveys to appropriate stakeholders according to specified data collection guidelines. In addition to participant-level data (attendance, grades, etc.) and survey data collected by the program staff, Dr. Garcia will conduct annual site visits. These visits will include interviews with staff,

observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies). Quantitative data, collected through surveys, academic assessments, student demographic information entered in EZ Reports, and attendance, will be analyzed using the SPSS statistical software package. Qualitative data, collected through observations and interviews, will be analyzed using emergent thematic analysis strategies. The goals and objectives of the program have been developed to be consistent with goals and objectives as defined by the Indiana Department of Education. Specific performance measures are aligned with each objective to describe how progress towards the overarching goals will be measured.

Annual Reporting

At the beginning of program year, Dr. Garcia will prepare an evaluation manual for the program. This manual will include all data collection and submission deadlines throughout the year, the parties responsible for each data collection element, and how the data will be transmitted to Dr. Garcia for analysis. She will also participate in MBEZ meetings to provide guidance to various subcommittees to ensure all efforts among partners are correctly documented and analyzed.

Each year of the project, Dr. Garcia will prepare and submit a detailed annual report that describes student attendance trends, progress towards each of the program's performance measures, and a summary of the program's strengths and areas for improvement. Data for the latter section of the report will be gathered through site visits and the program's own self-assessment with the Indiana Quality Program Self-Assessment (IN-QPSA) instrument. At the end of the end of the program's fourth year, Dr. Garcia will prepare and submit a final report, which includes aggregated data across all four years of the grant.

Use of Results for Program Improvement

Dr. Garcia will formally present results of the evaluation at two points during each project year. The first will be following the completion of the site visits in the fall. Data collected through the site visits will be reported to the Program Director and FSCS Coordinators during work group sessions. The objective of these sessions will be to use the information gathered from the site visits to develop specific strategies for program improvement. Results of summative level data (including progress towards the performance measures) will be presented to MBEZ stakeholders at the end of each project year in written reports and group presentations. Similar to the mid-year presentation of site visit results, Dr. Garcia will present the summative results to key program stakeholders and assist in the facilitation of work-sessions that involve brainstorming strategies for program improvement in areas identified through the evaluation.

Required Data from Schools

EMCC has entered into a data-sharing agreement with KIPP schools that involves a timeline of data collection and verification activities. Data required for entry in ETO Reports will be requested by EMCC and then entered into the system upon receipt.

Required Performance Measures

The MBEZ has developed a number of performance measures to align with the goals and objectives. These measures are of particular importance, as they assess the extent to which students exhibit growth and whether there are changes in the family household because of other services and supports provided. In particular, these measures will demonstrate the extent to which the proportion of students passing these assessments has grown over the course of the school year. It is expected that rates of success will increase with each subsequent year of the grant. The after-school attendance performance measures included in the table correspond with

the program's attendance targets specified earlier in the application. Data will be tracked using the ETO system and analyzed by Dr. Garcia at the end of each school year.