


Form 1 – Cover Page: 2017 Sub-grant Application – Attachment A

Applicant Information		Contact Person	
Name of Applicant: (name of fiscal agent)	Elaisa Vahnie	Name:	Elaisa Vahnie
		Title:	Executive Director
Address:	4925 Shelby Street	Agency Name:	Burmese American Community Institute (BACI)
	SUITE 200	Email:	velaisa@umail.iu.edu
	Indianapolis, IN 46227	Phone:	3170731-5537
		Fax:	317-992-2402
If LEA (school corporation, charter school):	County: _	Program Director of 21st CCLC	
	Corp # _____ School # _____	Name:	Lian Sang
	School # _____	Email:	lsang@baci-indy.org
	School # _	Phone: Fax:	317-731-5537 317-992-2402
Did you use a professional grant writer to complete this application? NO		If yes, please provide Name of Grant Writer:	
Funding Information: Funds Requested: Year 1 <u>\$150,000</u> Year 2 <u>\$150,000</u> Year 3 <u>\$150,000</u> Year 4 <u>\$150,000</u> Total <u>\$600,000</u> DO NOT WRITE BELOW – FOR IDOE USE ONLY: Funds Approved: Yr. 1 _____ Yr. 2 _____ Yr. 3 _____ Yr. 4 _____ TOTAL _		Authorized Representative Information: Type Name of Representative: Elaisa Vahnie Title: <u>Executive Director</u> Tel #317-731-5537 ___ Fax# 317-992-2402 Email: <u>velaisa@umail.iu.edu</u> I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct, the agency/agencies named in this application and in the partnership commitment form have authorized me as their representative to file this application. Signature of Authorized Representative (if school corporation, must be signed by the Superintendent, if charter school, by the charter school administrator)  Date signed: 12/15/2017	

Form 2 – List of Schools to be Served by 21st CCLC – Attachment B

Applicant Name:	Elaisa Vahnne	Contact Name:	Elaisa Vahnne
Organization:	Burmese American Community Institute	Phone: Fax:	317-731-5537
Address:	4925 Shelby Street, SUITE 200, Indianapolis, IN 46217	Email:	velaisa@umail.iu.edu

Name of School to be Served by 21 st CCLC (including School # and School Corporation)	Has this school been served before under a previous 21 st CCLC grant?	% Free and Reduced Lunch	% Identified English Learner Students	Estimated # of Students that will attend the program at least 45 days or 60 days to be served Per School Year				School has grade of D/F (indicate "D/F" if yes)	Estimated number of Students with Disabilities to be served
				Y1	Y2	Y3	Y4		
Perry Meridian Middle School	YES	PTS 60.0440%	22.5%	45					0
	NO			60	35	35	35	35	
Southport Middle School	YES	PTS 60.0440%		45					0
	NO			60	35	35	35	35	
	YES			45					
	NO			60					
	YES			45					
	NO			60					
	YES			45					
	NO			60					

Note: If more space is needed, please include this chart on a separate piece of paper

Form 3 – List of 21st CCLC Program Centers/Sites – Attachment C

Applicant Name: Elaisa Vahnie		Contact Name: Elaisa Vahnie
Organization: Burmese American Communtiv Institute		Phone: 317-731-5537 Fax: 317-992-2402
Address: 4925 Shelby Street, SUITE 200 Indianapolis IN 46227		Email: velaisa@umail.iu.edu
Name of Community Learning Center/Site (e.g. Franklin High School, Boys & Girls Club)	Location (Street Address)	City
Perry Meridian Middle School	202 W. Meridian School Rd. Indianapolis, IN 46217	Indianapolis

Note: If more space is needed, please include this chart on a separate piece of paper

Form 4 – Population Served Checklist – Attachment D

Applicant Name:	Elaisa Vahnne	Contact Name:	Elaisa Vahnne
Organization:	BACI	Phone: Fax:	317-731-5537 317-992-2402
Address:	4925 Shelby Street, SUITE 200, Indianapolis, IN 46227	Email:	velaisa@umail.iu.edu

Populations Served (check all that apply):

- Pre-School
- Elementary School
- Middle School**
- High School
- Adult

Services: (check all that apply):

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Reading or Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Arts and Music <input type="checkbox"/> Tutoring or Mentoring <input type="checkbox"/> English Language Learning Services <input type="checkbox"/> Pre AP and/or AP Course Development <input type="checkbox"/> Service Learning <input type="checkbox"/> STEM (Science, Technology, Engineering & Math) | <ul style="list-style-type: none"> <input type="checkbox"/> Recreational <input type="checkbox"/> Telecommunication & Technology education <input type="checkbox"/> Library Services <input type="checkbox"/> Services for Adults <input type="checkbox"/> Youth Development <input type="checkbox"/> Drug & Violence Prevention <input type="checkbox"/> Character Education <input type="checkbox"/> Global Literacy <input type="checkbox"/> College & Career Readiness |
|--|---|

Operating Hours: (check all that apply):

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> After-school <input type="checkbox"/> Intercession <ul style="list-style-type: none"> <input type="checkbox"/> Fall Break <input type="checkbox"/> Spring Break <input type="checkbox"/> Weekend | <ul style="list-style-type: none"> <input type="checkbox"/> Summer <input type="checkbox"/> Before-School |
|---|--|

Form 5 – Memorandum of Understanding Form – Attachment E

Partners signing below agree to abide by the Assurances (Form 9 on Page 57).
Detailed information regarding partnerships should be included in MOU.

Applicant Signature	
Print Name	Elaisa Vahnie
Organization	BACI
Address	4925 Shelby Street, SUITE 200, Indianapolis, IN 46227
Phone Number: Fax:	317-731-5537 317-992-2402
<p style="text-align: center;">All Partners in the 21st Century Community Learning Center need to be listed here. Please indicate if the commitment the partner is providing is on a contract or is an in-kind service and the estimated value of the in-kind service. Brief description of the partner’s commitment described in the Memorandum of Understanding.</p>	
Partner Signature	<u> </u> In Kind Contract; <u> </u> Est. Value- in Kind Service
Print Name:	Marianna K. Foulkrod
Organization:	University of Indianapolis
Address:	1400 East Hanna Avenue Indianapolis, IN 46227
Phone : :Number: Fax Number: Email	(317) 788-3557 - office (317) 788-2518 mfoulkrod@uindy.edu
Partner Signature	<u> </u> In Kind Contract; <u> </u> Est. Value- in Kind Service
Print Name	Jane Pollard
Organization	Perry Township Schools
Address	6548 Orinoco Avenue, Indianapolis, IN 46227
Phone Number: Fax Number: Email (copy form if needed)	317.789.3777 office; 317.789.3719 Fax jpollard@perryschools.org

Form 6 – Timeline of Activities for Year 1 of Grant – Attachment F

Applicant Name:	Elaisa Vahnie	Contact Name:	Elaisa Vahnie
Organization:	BACI	Phone:	317-731-5537
		Fax:	317-992-2402
Address:	4925 Shelby Street, SUITE 200 Indianapolis, IN 46227	Email:	velaisa@uemail.iu.edu
Date	Activity	Description	
<u>Program Start Date</u>	Intensive reading and writing	Upward College Program	
<u>Summer 2018</u>			
June 1, 2018			
<u>Fall 2018</u>			
August 20, 2018	Tutoring, Clubs and STEM	Upward College Program for MSS	
<u>Spring 2019</u>			
Jan 5, 2019	Tutoring, Clubs and STEM	Upward College Program for MSS	
<u>Program End Date: May 31,</u>			
Note: A minimum of 130 days are required for a 21 st CCLC program.			

Form 7 – Four Year Budget Form – Attachment G

The sample and blank Four-Year Budget Workbook sample is available [here](#) under the RFP Resources section.

Note: The first tab is “Instructions,” which will describe the workbook. The second tab is “Budget Summary,” which will populate automatically; however, the applicant must double check the figures. The grantee information and indirect cost information sections must be completed by the applicant. The third tab is “Budget Form,” which is where the applicant should complete budget narrative of exact expenditures. Enter the items and the sheet will compute all totals automatically. The fourth tab is “Details,” which is where the applicant should explain how the expenses are reasonable. This tab is also for a more detailed explanation of expenses if the applicant sees the need.

Form 8 – Equitable Participation of Private Schools – Attachment H

The equitable participation requirements in Title VIII, Part F, Subpart 1, Uniform Provisions Subpart 1-- Private Schools of the ESEA apply to the Title IV, Part B, 21st CCLC program. Private school participation requirements cannot be satisfied simply by inviting private schools to participate in programs and/or activities designed for public school students, teachers or other educational personnel. Consultation must occur before the State Education Agency (SEA) or grantee makes any decision that affects the opportunities of eligible private school children, families, teachers, and other educational personnel. Further each grantee must provide the SEA with a written affirmation signed by officials of each participating private school that such consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate private school officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers and other educational personnel in public schools in areas, served by the districts and local entities. Expenditures for educational services and other benefits for private school children, families, teachers and other educational personnel must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

The law requires the consultation to address:

- How children’s needs will be identified.
- What services will be provided.
- How, where, and by whom services will be offered.
- How services will be assessed and how results of the assessment will be used to improve those services.
- The size and scope of the equitable services to be provided to the eligible public school children, families, teachers, and other educational personnel and the amount of funds available for those services.

- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of private school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE 21st CCLC requires applicants to provide a list of private schools within a five (5) mile radius of the program, meeting minutes including a list of attendees, titles and contact information and a signed consultation form by as many private school officials offered the opportunity to participate.

If there are not any private schools within a five (5) mile radius, please state this in the narrative.

Equitable Participation
of
Private School Consultation
Form

APPLICANT NAME met with PRIVATE SCHOOL NAME on MONTH/DATE/YEAR in consultation for participation in a 21st Century Community Learning Center initiative in CITY/COUNTY.

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

_____ Yes, we wish to participate.

_____ No, we do not wish to participate.

_____ Yes, we wish to participate and request further consultation.

Name of Private School Administrator	Signature
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Name of Private School Administrator	Signature
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Name of Applicant Official	Signature
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Name of Applicant Official	Signature
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Form 9 – Assurances-Attachment I

21st Century Community Learning Centers Program 2018 - 2022 Sub-grant Application

ASSURANCES



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

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Indiana State Board of Education and the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will have proper transportation for its participants;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the students attend and other community partners;
- The subgrant program will utilize a researched based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts with in school priorities including Indiana Academic Standards;
- The subgrant program will primarily target students who attend schools eligible for Title I school wide programs and their families; or students who attend non-Title I schools that are high poverty schools;
- The funds under the subgrant program will be used to supplement the level of State, local and other non- federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities, and will not supplant Federal, State or local or non-Federal funds;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) Part 76-State Administered programs and the Uniform Grant Guidance 2 CFR Part 200.

- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of five (5) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) or an equivalent nationally-recognized assessment annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including growth model data from the Learning Connection website;
- The community was given notice of the applicant’s intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- All partners will review and comply with the above assurances.
- The subgrant program certifies that it is currently registered in the System of Award Management (SAM <https://www.sam.gov>) database.
 - The LEA has expended \$750,000 in federal funds between July 01, 2016 and June 30, 2017. Yes No
 - If yes, the LEA has received a single audit or program specific audit (2 CFR 200.501). Yes No

Note: The applicant will sign below and submit both pages of the Assurances.

LEA or Organization Name: Burmese American Community Institute

	Lian Sang	12/15/2017
	Progr am Direc tor Elaisa Vahnier	Date 12/15/2017
Authorized Signature	Type name	Date

I. Abstract

The Burmese American Community Institute (BACI) is a non-profit organization that was established in 2011 responding to the increasing needs of the rapidly growing Burmese immigrant and refugee population in Central Indiana. With a vision of Education for all, a stronger community¹, BACI provides social services, educational, and vocational support primarily to Burmese but also to refugees and immigrants who are resettled in Indianapolis from around the world. The organization also collaborates and supports the members regionally, nationally, and globally through collaborative initiatives, strategic partnerships, and advocacy. Approximately 17,662 Burmese refugees are now calling Indianapolis their new home². With a mission to build a thriving, self-sufficient, and sustainable, integrated community through advocacy, education, and employment, BACI assist the incoming community through its various educational programs, including naturalization services and after-school programs. Although the refugees have been successful to some extent within their initial resettlement phases, they still face a variety of educational and integration challenges. For example, for Burmese population in the United States, the biggest barrier they experience is language³.

To ensure additional and supplemental services are provided to the refugees for their long-term integration and success, BACI implemented the Refugee Community Integration Project (RCIP) that provides four main service areas through innovative programing. One of them is the Upward College Program for high school students that assist the students for their college readiness and future success by implementing a comprehensive and rigorous curriculum but fun and highly interactive.

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It is crucial that BACI sustain the UCP high school students program, but also able to serve middle school students. The 21st Century Community Learning Center Cohort 9 (21st CCLC) grant will enable the Institute to expand and replicate the already highly successful Upward College Program to the middle school students, with some additional innovative programming and new curriculum components. The 21st CCLC Cohort 9 grant in the amount of \$150,000 for the first year will be utilized to provide high quality after-school programming to a minimum of 70 middle school students. While new program coordinator and site coordinator will be hired, the program will also be resourced by some of the already well-trained staff at the high school program, including the Program Director. It will also enjoy the direct support of Executive Director. BACI hire and employ individuals who are passionate and committed but well qualified and high degree of cultural and academic competency. The program will run 10 hours per week, for at least a minimum of 130 days during the school year. The students served are primarily from Perry Meridian Middle School and Southport Middle School, and 90% of them are limited English proficiency students and 100% of them come low-income families. The grant will expand to serve middle school students who are already greatly in need of these services, but also will help sustain and strengthen the UPC for high school students yet with a greater and better outcome. The expected outcome of the program include overall and better readiness for high school, college and beyond: some of that include improved life skills, improved STEM literature, improved leadership skills, improved academic performance and better prepared for a life time of success.

II. Competitive Priority Points

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Since 2011, the Burmese American Community Institute has successfully helped the Burmese high school youth through the Upward College Program. The organization already received the 21st CCLC grant Cohort 8, but expanding the program and services to the middle school students, primarily enrolled in the two middle schools in Perry Township Schools. BACI Upward College Program is run during non-school hours whereby complementing and reinforcing the activities and the strategic priorities of the schools. The program is designed to help the students with their academic and personal enrichment, and other activities that support personal development. Also the program supports the students to be better prepared themselves to meet the challenging State academic standards.

In addition to high quality tutoring, mentoring, and academic enrichment activities aimed at increasing the academic performance of the students, the program also offer a broad array of additional services and activities —either in the form of individualized engagement, or group activities or club— such as youth leadership development, community service and volunteer projects, nutrition and health education, drug and violence prevention classes, artistic workshops, music, physical fitness and wellness programs; technology education programs, financial literacy programs, environmental literacy programs, STEM, internship and career development counseling. Through this program, the students are also given the opportunity to directly engage with special guests speakers and presenters from various colleges and universities. We believe our program design not only meet the requirements of the Federal and State Government, but city and local leaders supported this. For example, Mayor Joe Hogsett, during his discussion with the Burmese community, he emphasized that every child in the city

should have access to quality education⁴. The program also ensures that adult family members and parents are actively participating and engaging with in their children's educational progress by including such component as part of the comprehensive program design as well as by proactively reaching out and encouraging parents and the community to embrace a college going culture. BACI strongly believe in the power of collaboration. It accordingly has formed strong partnership with the University of Indianapolis, Perry Township Schools, faith-based organizations and others who all see the need come together and help this population succeeding with their education. Thus we have been able to ensure the administrators, teachers, parents and community members inputs and recommendations are taken and incorporated in the process of the program design and curriculum development to ensure the services are competent, relevant and meet the unique needs of the students and the families we serve.

A. Organization Priority Points

The BACI has two youth participants on the program's Advisory Board. These members are of the age range of the students served by the 21st CCLC program. These youth members are already serving as their class leaders, elected by their peers through democratic process. To ensure we are capitalizing the services and knowledge of the youth leaders, in addition to two high school students, one CPU alumni, also former student leader and current college student also serves on board. Additionally, a middle school student with high accomplishments from the Upward College Program will be selected to participate in the program's Advisory Board activities. Their roles and responsibilities are kept in written form and their participation and contributions are supervised, monitored and evaluated.

B. Programming Priority Points

One of the main components of the program components for the middle school students is STEM (Science, Technology, Engineering, and Math). STEM is the integral part of the UCP for high school students. We are incorporating the STEM into the science clubs for the middle school students that are strongly focused on STEM literacy development and knowledge. The teachers who teach the STEM are well rounded teachers who have gone through a series of STEM related training. Also, CCR (College and Career Readiness for high school programs) will continue with the high school students. This component will be extended for the middle school students.

III. Need for Project

A. The Burmese American Community Institute (BACI) started as a result of many years of consultations between comprehensive stakeholders, community organizations, faith based organizations, educational institutions, businesses, government agencies and families the community agree a need for the educational services and these needs are met in the best possible ways. The growing population of immigrant refugees in Indianapolis, represent about 80% of the 23,267 Burmese currently living in the state of Indiana⁵. During 2017-2018 school year, about 2500 Burmese refugee students enrolled in PTS, of them 600 are high school students⁶. A BACI survey found that college enrollment rate in Burmese refugee community in Indianapolis in 2009 and 2010 was about 25%, compared to the national rate at 71% in 2009⁷. The PTS reports indicate the state assessment scores are low, and many failed, among this population. While the schools reported 60.0440% free and reduced lunch in overall, approximately 100% of the current participating students in the BACI come from low-income families.

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The target populations primarily comprised of the students at Perry Meridian Middle School and Southport Middle School. Middle school students experience a difficult acculturation process due to the changing life setting that impact their physical health, emotional health, and psychosocial development. Kuo (2016) analyzed health status of Burmese refugees in Central Indiana and found that a larger percentage of youth than adults reported having feelings of extended hopelessness and sadness⁸. Hickey (2016) most of the Burmese youth come with memories of trauma, they also have specialized educational needs that differ from other international students or voluntary migrants needs. The refugees from Burma come from different socio-historical backgrounds from the majority of the U.S. university students. After their arrival to the United States, the Burmese youth have to learn how to live in a new country. Often in the process of coming to a new country, their parents do not have time to give them attention they need nor they are educationally prepared due to their work schedule and they are uneducated. Isik-Ercan (2012) explains that there are barriers for the Burmese refugee families within the elementary schools in the United States. The findings showed that parents supported their children's education, but they lacked the resources to support their children. Also, the school policies lacked information on how to involve refugee parents⁹. The Burmese youth experience low college-going rate, unhealthy activity, and teen pregnancy as a result of integration challenges¹⁰. Those problems have been acknowledged by teachers, community leaders and refugee students enrolled at the Perry Township School District¹¹. Additionally, twenty-three Chin/Burmese students attending Perry Township schools have been linked to gang related activity with six students being expelled for gang related activity¹².

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B. Based on the information obtained from PTS administrator and Principals of the two middle schools at our meeting earlier this fall and from other community sources, there have been a small after school programs offered to a few students. However, lack of qualified staff and lack of a well-structured, interactive program design that would have kept the students actively participating and staying in the program, those services neither produced significant outcome nor meet the level of the service needs and the number of the student enrolled there. To effectively address these challenge and service gap, the BACI will expand the Upward College Program to the middle school students. This expansion has been already discussed and consulted with the school district as well as Principals of the schools to which the program will be offered.

C. Chart for expansion

School name/Grade levels	Current programs (services, time, days, # students)	Expansion/enhancement programs (New services, time, days, # students)
Perry Meridian High School & Southport High School, Grades 10-12	Tutoring, college/ scholarship application assistance, mentoring, SAT prep, 3 hours per day, 3 days per week, 70 students	Some resources under Cohort 9 will directly or indirectly help enhance the existing UPC for High School Students
Perry Meridian Middle School & Southport Middle School, Grades 7-8	None	2.5 hours per day, 4 days per week, M, T, TR, 1 hour focused on assist with homework, 1 hour focus on clubs, .5 hour games and physical activities expand served 70 students

D. BACI is currently working with about 30 partner organizations and agencies to address community integration issues. Among them, PTS and UIndy are main collaborators in the implementation of after-school programs. They both involved from the program development stage, recruitment to the implementation.

IV. Partnerships/Collaborations

A. Burmese American Community Institute partner with several educational institutions, faith-based organizations and other community based organizations in Indianapolis. About 30 organizations will be directly and indirectly involved in the process of expansion of Upward College Program. Indiana University Purdue University of Indianapolis (IUPUI) provide Federal Work study students who serve as tutors and mentors while Indiana University Bloomington, Ball State University, Ivy Tech Community College, Marion University, Butler University, Kaplan College etc. send their students as serve learning participants or volunteers. Also BACI has been working with the City of Indianapolis and its Office of International and Cultural Affairs, Indianapolis Public Libraries, as well as several service providers in Central Indiana to bring more resources and connections to the program and the students. St. Franciscan Health sponsors our newsletter printing as well as provides soccer facilities.

B. Memorandum of Understanding (MOU): please see attached signed MOU each from PTS and the University of Indianapolis that contained specific roles of each partner in supporting the successful implantation of the program.

V. Program Design and Implementation

A.
Currently, UCP is functioning for high school students through several components: tutoring, study and life skill training, leadership and public speaking, Summer Scholars research program, college preparatory classes, individualized assistance, and extra-curricular activities. The expansion of the program for the middle school students will take place for 3 hours a day and 3 days a week with similar components of the tutoring,

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study and life skill training, leadership and public speaking assistance, individualized assistance, and extracurricular activities.

BACI will follow and include in the UCP functioning for the middle school students. Based on our experience in the past seven years implementing after school programs for high school students, we are also following and enforcing five areas of best practices as part of the program design. They include academic achievement, problem solving, health and wellness, positive discipline and equitable access. The academic achievement will be included in meetings three times a week with students for three and half hours a day. The students will be awarded for exceeding average standards in academics, athletics or in-service environment. BACI will make sure that middle school students' educational goals and needs are met in through activities practice. The problem-solving practice will teach the youth the process of finding a solution to the problem including the steps to take to find that solution which will be beneficial for the students' careers. The staff members are trained to reinforce this practice at any level when working with the students. To ensure the program activities are well balanced, fun and healthy that the students not only enjoy but also as a matter of best practice; games and physical activities are included in their daily activities at the program. Additional staff will receive training on how to work with children who have experienced trauma to provide adequate programs with focus on nutrition, hygiene, and health. BACI will maintain and will continue to implement the practice of positive discipline, which promotes and encourages a culture of honesty, transform conflict skills into leadership skills and bring students and families together. The BACI also ensure that we are inclusive but also fair and provide equitable services to the population that we serve. This

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includes open and inclusive recruitment process both for the youth and staff members.

While we may prefer to hire qualified staff members based on their qualification, we also ensure that our policy is not biased and that we make all effort to inclusive and balanced to the best benefit of the program, the staff and students that will be able to relate to the needs of youth in a supportive, positive and helpful way.

As a part of extracurricular activities, The Upward College Program for the middle schoolers will introduce clubs that will give youth a role in programming to keep youth engaged appropriately. These clubs include: homework club, creative writing club, fitness club, art club, dance club, music club, and service club among others. The main focus of the homework club will be providing safe, caring, after-school environment for children. Additionally, assisting students to achieve following: improved grades, timely completion of all assignments, satisfaction, and confidence. Second, the creative writing club will be improving the abilities of Burmese middle school students to express their thoughts and feelings in an imaginative, unique, and poetic way. The students will learn to open interest in writing poetry, prose, plays, song lyrics, graphics novels, and other genres. Further, the creative writing club will develop a positive, and nurturing environment. The third, fitness club will accord students with sickness prevention, education on nutrition, fitness, and health. The fitness club will focus on youth well-being, ability to perform sports and daily activities. The students will learn wellness through responsible life choices including physical fitness, emotional, intellectual, and social well-being. As well as they will be able to express their health concerns with BACI staff members. Fourth, the art club will address the growth and development of student's artistic abilities. The art club will organize field trips to museums, art centers, and invite

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artist to give lectures on their work. The fifth is the dance club that will provide lessons of traditional Burmese dance to the middle school students, for example: the Bagan dance, Bilu dance, Kinnara and Kinnari dances, Nat dance, Ramayana dance and more. Also, students will be able to learn modern dance, Latino dance, ballet, contemporary dance, and hip-hop. The dance club will teach youth to creatively express their emotion in a culture, along with improving their social and communication skills. Sixth, the music club will provide opportunities to encourage Burmese youth interest in music. The BACI will hire skilled music teachers from various backgrounds to ensure that children are exposed to different styles of teaching, singing, and musical genres. The music club will embrace students to build up their confidence, engage in positive behavior, and improve their social skills. Finally, the service club will support students in promoting Indianapolis community welfare and goodwill. During the service club hour, the youth will participate in various service projects, for example, service of helping and respecting the elderly, service of working and caring of younger children, and service of green power that would save the environment. The Upward College Program for the middle school students project are improving English proficiency of the middle school students, introducing professional interest to the middle school students, improving student's behavior, increasing family involvement, providing service and volunteering opportunities, and increasing readiness for high school. BACI through their work will support the minority groups and make an impact on other people's lives, helping Burmese youth to organize their home and school life, giving them meaning and purpose for life, and providing positive development. Specific goals include:

Program Goals	Program Objectives	Program	Performance	Assessment
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		Activities	Measure	Strategies
1) Improving English Proficiency	<p>1.1) To improve participants academic performance in their middle school classes by academic enrichment activities, tutoring and mentoring services</p> <p>1.2) Students make progress towards completing degree requirements by passing required classes</p>	<p>1.1) At least six hours a week of tutoring for all participants, including in Math, Sciences, English and other subjects</p>	<p>1.1) All regularly attending students will have increased (or maintained) GPA in each class tutored</p> <p>1.2) the observation on the students' ability to effectively communicate in English</p>	<p>1.1) Report cards, grades</p>
2) Introducing professional interest to the middle schoolers	<p>2.1) Increasing students interest in STEM (Science, Technology, Engineering, and Math</p> <p>2.2) Increase knowledge about career opportunities</p>	<p>2.1) Special STEM clubs will be made available for the middle school students</p>	<p>2.1) Increased awareness of STEM literature, STEM fields of study, STEM pre-requisites courses of college</p> <p>2.2) Better awareness of Career options in STEM, Career Pathways, Market outlook, pay range etc</p>	<p>2.1) Data will be collected through observation notes</p> <p>2.2) Pre-test and post test</p>
3) Providing leadership development	<p>3.1) Provide students with resources for conflict management</p> <p>3.2) Increase leadership skills among regular participants</p>	<p>3.1) Quarterly workshops for participants on conflict management</p> <p>3.2) Quarterly workshops for participants on leadership skills</p> <p>3.3) Opportunities for students to practice leadership skills through engaging activities</p>	<p>3.1) Students utilize conflict management skills when interacting with peers and program staff</p> <p>3.2) Student demonstrate willingness to cooperate with peers in groups</p>	<p>3.1) Observations, individual interviews</p> <p>3.2) The students satisfaction will increase due to spending time with other peers and program staff.</p> <p>3.3) The number of students who are ready to take or already been taking leadership roles in class, school or in the community</p>
4) Building community through service and	<p>4.1) To give learning opportunity to</p>	<p>4.1) Students will provide direct</p>	<p>4.1) Student will discover</p>	<p>4.1) Students will consider how the</p>

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volunteering	<p style="text-align: center;">middle school students while teaching civic responsibility through service to others</p> <p>4.2) Provide awareness on the importance of helping the community and giving back</p>	<p style="text-align: center;">service, indirect service, advocacy, and research for the community</p>	<p style="text-align: center;">motivation when they care about the subject matter and recognize a need they can fulfill</p>	<p style="text-align: center;">experience, knowledge, and skills they learned through community service relate to their own lives and their community</p> <p>4.2) Observation and interviews, pre and post test</p>
5) Involving parents in children's lives	<p>5.1) To increase parental knowledge of the children academic performance</p> <p>5.2) To increase parental knowledge of Indiana middle school graduation requirements, high school schedule and college admissions</p>	<p>5.1) Group meetings with parents to explain high school requirements, calendar and others information necessary for parents to be aware</p> <p>5.2) One-on-one meetings with parents to update and address their child's progress towards graduation and college attendance and any concerns that they may have</p>	<p>5.1) 60% of regular participants' parents will attend 1 hour of one-on-one meetings with staff members</p> <p>5.2) 60% of regular participants' parents will attend 1 hour of one on one meetings with staff members</p>	<p>5.1) Individual interviews</p> <p>5.2) Attendance records and observations at meetings</p>

B. Evidence of Previous Success

BACI believes that the project objectives and outcomes for the UPC are attainable based on the evidence from the past program evaluations indicating success and need for expansion of the program services. To date, UCP outcomes and achievements have been remarkably notable. Since 2011, the UCP has enrolled approximately 50 students each academic year (more than 70 in 2017), serving participants with comprehensive academic and career preparation services. To guarantee result of success in education due to BACI program and efforts, the college enrollment rate in 2012 was 43%, which is more than a

100% increase from a previous year. In 2013 the college going rate among the Burmese refugee high school graduates was 57%, and this year it has increased to 85%. The number of students applying to the program increases every year. Looking at Kuo (2016) article, found that life skills curriculum was found to improve self-efficacy and English language skills among Burmese high school students in Central Indiana¹³.

The success of the UCP has been recognized nationally as well. For example, the UCP was included in the 2014 Asian and Pacific Islander American Scholarship Fund Report of Burma and Bhutan as a case study of a program implementing best practices to help increase higher education access and success for one of the nation's most underserved communities and administrators, researchers, and community leaders of the experiences of refugee students. The UCP maintain 100% of college enrollment rate for who have successfully completed the program.

C. Design Requirements

The UCP program is open to all students, regardless of disability status. Accommodations will be made to adapt program elements as needed for students with disabilities or other special circumstances. BACI do not discriminate against students' ethnicity or race. In case of limited English proficiency among many parents of the target student population, the materials will be provided for parents in both English and Chin (the language in Burma that many parents speak).

1. Target population

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The UCP program will mainly serve students from the Perry Township Schools (Specifically Southport Middle School and Perry Meridian Middle School). These schools are Title I eligible, based on the following rates for Free and Reduced Lunch:

- Perry Township Schools – 60.0440% Free and Reduced Lunch

The BACI will primarily recruit participants through the local middle schools. As in previous years, BACI will continue to work with local teachers and school administrators to identify students who would benefit from the program and to provide them with program information. Information will also be distributed through 40+ refugee local churches, community mailing lists, partner organizations, and organizational websites.

2. Dissemination of Information

Detailed information about the program will be provided to the teachers and the administrators at the local high schools, as well as local churches, community mailing lists, partner organizations, refugee agencies, libraries, community leaders, and organizational websites. BACI staff will visit local churches to announce and distribute flyers about the programs at Sunday services with the help of pastors. The information will be also shared with local refugee agencies, libraries, and community leaders. Additionally, all program opportunities will be included in the quarterly newsletter distributed by BACI.

While BACI strives to serve as many refugee individuals as possible, the organization recognizes that it must function within its organizational capacity and therefore must limit the number of participants to ensure successful implementation of

the program. The UCP will interview all interested students and select 70 participants. To ensure fairness and program validity, the selection criteria include a first-come-first-serve basis, giving priority to the students cared by single parents regardless of their GPA, English proficiency, or their overall college readiness.

3. Communication with Schools

At a minimum, BACI will hold quarterly meetings with relevant staff from Perry Township Schools and other participating schools to ensure regular communication between the UCP staff and the schools. BACI will work with the Perry Township Schools to collect student information, including grades, credits earned, and a teacher survey on student achievement. Email communication is treated as official channel and such communication will be practiced as many times as needed throughout the years.

4. Parental Involvements, Family Literacy and Related Family Educational

Attainment

BACI believes parents' involvements in their children educational journey is crucial and accordingly we have developed and puts in place a system and mechanism through which parents will be engaged actively and meaningfully.

First, we will collect parents educational background from the recruitment process. This will allow us to know family educational attainment. Second, parents are required to be part of the student and parents combined orientation usually at the beginning of every semester. This orientation provide parents, students and staff team all together gather and parents learn the program expectation and learning goals, including the expectation from their children and themselves. At this orientation, BACI provides a more detail information of the program and the expected outcomes of the learning and

also the year-round calendar for the students and parents so that they are aware what their children will be doing each week, each month, each semester and the whole year.

Another parent engagement is a 2 hour one-on-one meeting with a BACI staff member where parents are given the opportunity express who they want their children to become and any particular concerns that they want to tell the BACI staff. At the same time, BACI staff may privately communicate with a parent if there is any particular concern for their child. Another engagement is through all parents meeting where each and all parents can share and appreciate each other. This meeting occur after parents survey has been conducted and completed sot hat the some of the discussion can be based on the survey results. This may also serve as avenue through which the connections maybe broaden and resources can be shared among parents. Finally, at the end of the school year and the summer, parents, students, community and BACI come together to celebrate the achievement of the students. Thus, parents will be engaged at least five times a year in different forms.

In addition, we have technical assistance providers as part of the professional development who also supports with some of our needs in the areas of parents literacy and strategies.

5. USDA Approved snacks for 21st CCLC Children

For the summer scholar program, which meets 6 hours a day, 5 days per week in the summer, lunch will be provided to all students. In previous years, due to the low-income status of most students' families, a USDA-approved lunch has been provided free of charge through Perry Township Schools.

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6. Weekly Schedule

The UCP expansion schedule will include the following:

- After school tutoring, mentoring, individual assistance, 1.5 hour per day, 3 days a week throughout the school year
- Clubs assigned based on student’s interest: 1.5 hours per day, 3 days a week throughout the school year. Students are given the opportunity chose club membership every semester.
- Weekend educational field trips: 6 hours, 4 per year
- Soccer club: 2 hours of practice, games, and mentoring, 1 day per week
- Summer Scholars Program: 6 hours per day, 5 days per week, 8 week during summer
- Events for family members: three 2-hour group meetings, 2 hours individual parent meetings (total of 8 hours per family)

Hours and Weeks of 21st CCLC Program Operation for Students and their Families				
School Year-Hours per day				
	Evening (parent meetings)	Weekday after school (tutoring/club)	Weekend Days	Evening (soccer)
Hours with students		3.5	6	2
Hours with Family members	2			
Number of days per week	1	3	1	1
Number of weeks	4	33	4	16

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Total Program Hours	8	297	24	16
Summer-Hours per day				
	Weekday	Weekend Days	Evening	
Hours with Students	6	3		
Hours with Family members		2		
Number days per week	5			
Number of weeks	8			
Total Program Hours	240			

UPC Upward College Program Curriculum

Program Description:	The Upward College Program (UPC) empowers the students with leadership development and academic achievements through a comprehensive engagement. Cultivating and nurturing a college going culture among the youth, it encourages students to aim higher academically, prepare better for high school and college, future success as well as promote a healthy community. UPC is an after-school program that provides middle school students with academic skills, college and career preparation, youth violence prevention, mentorship, summer readings and wiring courses and various extracurricular opportunities. The class meets for three and half hours per day, three days per week throughout the normal school year.
Technology Requirement?:	No
Contact Information:	Elaisa Vahnje, velaisa@umail.iu.edu , (317-731-5537)
Grades Served:	7-8
Professional Development:	Staff, interns, and volunteers at UCP undergo through a series of professional development training throughout the school year and during the summer.
Cost:	None
Website:	https://thebaci.org/our-programs/upward-college-program/

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If BACI receive continuation of the funds for expansion of the program and another year, the 21 Century Community Learning Center name and logo will be included on all official documents.

VI. Professional Development Narrative

Professional Development Activities - Year 1			
Professional Development Activity	Provider of the Activity	Relevant Program Initiative	Expected Staff Outcomes
Grantee Orientation	Indiana DOE	Required by 21 st CCLC grant	Staff will be prepared to administer the 21 st CCLC grant program
Fall DOE Training	Indiana DOE	Required by 21 st CCLC grant	Staff will receive required training from DOE
Spring DOE Training	Indiana DOE	Required by 21 st CCLC grant	Staff will receive required training from DOE
Best Practice Learning Modules Training	Indiana Academy for Out-of-School Learning	Improve Academic Achievement	Staff will learn best practices, based on research. For mentoring and tutoring students
2017 Indiana Summit on Out of School Learning	Indiana Afterschool Network	Improve Academic Achievement, Improve Family Involvement	Staff will network with other after school service providers and learn about current trends in out-of-school learning
First Aid Training	Red Cross Volunteer	(For student health and safety)	Staff will be prepared to address student safety concerns
Other trainings	Please see further list in the budget	Please see further list in the budget	Please see further list in the budget

VII. Evaluation

A. Evaluation Plan

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The program data and information are collected and stored, and reported through EZ reporting system as per the IDOE requirements. The BACI current evaluator Limelight Analytics would be hired to conduct the annual evaluation of the program at the end of the program year every year.

In addition, quarterly program evaluation will be conducted. The UCP will provide annual program evaluation at the end of each fiscal year. The quarterly program evaluations will involve reviewing data stored in the BACI information management system in an Excel Database which are derived from several sources such as pre and post test, daily observation notes, case management system, students records, etc. The Program Director and the program staff are responsible for entering data throughout the program relating to the UCP components and writing a quarterly report on program progress. The annual program evaluation will primarily use the Utilization Focused Evaluation (Patton, 1997 & 2012) tool to assess the extent to which BACI has achieved its goals for the year. This measurement will reference the UCP Program Plan and logic model presented for the program as comparison tools. In addition, the UCP will utilize a pre a post program survey to measure the extent of change in knowledge and skills related to each subject as well as participant satisfaction. The annual program evaluation will be conducted by external evaluator hired by BACI. All data will be stored in a password protected laptop in a locked room at the BACI office. The BACI has experience working with the program evaluation regularly, the external evaluator facilitated by Lilly Endowment Inc has conducted the BACI summer program. With the resource and experience we already have, no major obstacles or challenges are expected with respect to the external program evaluation. To ensure all meaningful and helpful

data for the purpose of evaluation are collected, the pre-test and post-test are written comprehensively and each and all staff also take their daily program reflection notes.

B. Annual Reporting

At the end of each year of the program, the external local program evaluator, most likely our current evaluator the Limelight Analytics will prepare and submit to IDOE a detailed report that includes the following information: evidence of program quality (we will use Indiana’s After School Standards and Indiana Academic Standards), Student attendance trends, and progress toward each of the stated performance measures stated earlier. At the end of the program’s fourth year, all these reports will be aggregated as four years of the grant report and will be submitted to IDOE.

In addition, annual evaluation (conducted by external program evaluator) and will detail the extent to which the program is meeting its stated performance measures, quality standards, and attendance goals. Recognizing the value of transparency, BACI will distribute the program evaluation and financial reports to the community members, the funders, partners, collaborators, and other stakeholders when the evaluation is completed and at the end of each fiscal year. The electronic copy of the main program outcomes information will be released through the BACI mailing list serve and community email groups. They will also be posted on BACI website www.baci-indy.org for a broader public access. At least 50 hard copies will be printed out and kept ready to deliver upon request.

C. Required Data from Schools

As we have been working for high school students, in addition to the information directly collected from the students under parental permission, BACI will work with the Perry

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Township Schools to collect student information, including grades, state assessment test scores (ILEARN or ISTEP+), and a teacher survey completed by the student’s class teacher. And all these required data will be entered and reported to IDOE through EZ reporting system to the best possible accuracy and completeness.

D. Early Learning Programs

N/A

E. Required Performance Measures

English/ Language Arts & Math Performance
<ol style="list-style-type: none"> 1. Spring proficiency rates on the English/Language Arts portion of Indianapolis? will increase from fall proficiency rates each year. 2. Spring proficiency years on the math portion of Indianapolis? Will increase from fall proficiency rates each program year

Summer Program Performance Measures

The summer program performance will be measured following plans and procedures similar to regular year-round program in addition to what we have done in each of the past 6 years. In addition, as summer program utilize evidence-based curricula and intentionally emphasized heavily on academic content, the following will be measured:

<u>Reach</u>	<u>Education</u>	<u>Youth Development</u>
<p>Serve 70 middle school participants for 45 number of days</p> <p>100% of RAPs will be new participants</p>	<p>75% of RAPs will maintain or improve their grade level performance in Math from spring to fall</p> <p>75% of RAPs will maintain or improve their grade level performance in English/Language Arts from spring to fall</p> <p>100% of RAPs who were below Math grade level in spring will be at grade level or above by fall</p> <p>100% of RAPs who were below Math grade level in spring will be at</p>	<p>100% of RAPs will have no programmatic disciplinary actions in the summer</p> <p>100% of RAPs will participate in the character development programming in the summer</p> <p>100% of RAPs will participate in one (1) or more service project in the summer</p>

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	grade level or above by fall	
<u>Career/ Life Skills</u>	<u>Health</u>	<u>Parent Engagement</u>
50% of RAPs will have used an age appropriate online career exploration tool 100% of RAPs will make a short presentation on their career “interests” or their construction project	X of RAPs will be able to plan a healthy meal for 1 day By the close of summer, 75% of RAPs will perceive risks in ATOD use	75% of parents of RAPs will participate in at least 1 program activity with their children in the summer 100% of parents of RAPs will have had at least 1 age appropriate conversation about careers with their children by the close of summer
<u>STEM</u>		
50% of RAPs will demonstrate an increased interest in STEM related careers	75% of RAPs will demonstrate an increased awareness of STEM professions	

VIII. Support for Strategic Priorities

The UCP curriculum has been designed with the Indiana Academic Standards in mind. In particular, the curriculum follows the Indiana Afterschool Specialty Standards (from <http://www.indianaafterschool.org/quality/>). In particular, the UCP is focused on the following standards:

- *Standard 1: The program creates a positive college and career going culture for all youth*

The UCP helps participants envision a future at college and regularly invites staff and volunteers (and occasional visitors who were previous UCP participants) to share their own experiences in college. Staff members emphasize the importance of education

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for self-sufficiency and encourage students to plan ahead and include college in their long term goals.

- *Standard 2: The program supports school, family and community partnership focused on college and career readiness*

BACI partners with staff and faculty various colleges (including University of Indianapolis and Purdue University) to engage students to increase their knowledge of college opportunities. BACI also partners with other community organizations, including churches, refugee support agencies, and schools to build a network of resources to support students.

- *Standard 3: Staff and volunteers are trained to prepare students for college and career readiness programming*

Staff and volunteers receive training prior to and throughout the program to ensure that they are best prepared to support students in their college preparations.

- *Standard 4: BACI prepares students for their academic achievement and success*

Through tutoring, and one on one advising, the UCP provides students with numerous opportunities for academic advancement and preparation that benefits their high school careers, as well as their future pathways to success.

- *Standard 5: The program engages youth in college and career exploration*

The UCP encourages students to explore college and career options. Staff and volunteers also routinely discuss student's career goals, one on one, to help students envision their future pathways to success.

- *Standard 6: The program helps youth and families prepare financially for college and careers*

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In working with students from low-income families, the UCP is committed to helping students and families prepare financially for their future college and career goals.

In addition, we are incorporating the curriculum that are developed evidence-based. For example, we will be using the Choices and Now and WERD from the LitART: CHOICES (Middle School) NOW (High School) Curriculum: CHOICES and NOW are award winning thematic after school literacy curricula designed to engage learners and increase reading achievement. CHOICES and NOW combine high interest books with engaging research-based hands-on literacy activities for grades 6 – 12 in reading, writing, drama, and art. Aligned with the Indiana Academic Standards.

WERD (Write, Explore Read, Discuss) After School Writing: WERD is an afterschool writing curriculum designed to engage learners and increase writing achievement. WERD features high interest, engaging, research based hands on writing activities for grades 3-12. Aligned with the Indiana Academic Standard

IX. Sustainability Plan

With a vision for education for all and a stronger community, as well as a mission to build a thriving, self-sufficient, sustainable, and integrated Burmese Community through advocacy, education, and employment, BACI was established in 2011 to respond to the increasing and complex needs of the rapidly growing Burmese refugee population in Central Indiana.

The approach of all BACI programs is based on the philosophy, principles, and values held by BACI. First, BACI approaches its work by appreciating, respecting, and embracing ethnic diversity. Therefore, BACI aims to provide services that are culturally

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and linguistically appropriate to the population it is serving. For example, we recruit English teachers, tutors, and volunteers from both the local community who know their local cultures and languages, and the Burmese refugee community members, who have better knowledge about the Burmese culture and various languages used by refugee ethnic groups from Burma. This value also is reflected in the BACI Board of Directors, as it is comprised of individuals from diverse backgrounds. We believe this approach helps our community as a whole to better recognize our commonalities and enables us to work together to address emerging needs in our own communities. Second, BACI emphasizes the community and stakeholders involvement in its program design. BACI develops all programs with inputs from community stakeholders and educational experts. Third, BACI places importance on and upholds the principles of professionalism and transparency in our service delivery and sets the highest level of ethical standards at our workplace. Although BACI has been relying heavily on volunteer contributions, we recruit volunteers who are not only willing, but also competent, professionally and personally, to perform the tasks assigned. This approach is cost effective as well since culturally and linguistically competent staff members do not need an interpreter, which usually is costly. Fourth, BACI understands and appreciates the values of working with different collaborations in achieving its mission. This is reflected in the letters of support outlining how BACI and the mainstream institutions in Indianapolis have been working together to meet the basic needs, as well as the long term self sufficiency and sustainability of the Burmese refugees. Finally, BACI main priority will be sustaining and enhancing the existing core programs and values described and strengthening the

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organizational development efforts. Accordingly, a portion of the grant will be utilized to support the programs and services as well as development and fundraising efforts.

BACI understands the importance of the sustainability of the project and service delivery to the community. The organization has been working on developing partnerships through which more resources are pulled together to support the effective project implementation. For example, BACI takes high importance on volunteer service contributions. There are approximately 20 volunteers, mostly college students and a few professionals on a regular basis to help and contribute to the successfulness of the program. In addition, about 10 students every semester work closely with BACI. Starting from the Spring 2017 there will be developed a new Service Learning course in collaboration with University of Indianapolis through which BACI hopes to expertise and service of approximately 20 upper level and graduate students each semester.

BACI recruits and trains part time staff, volunteers, interns, and consultants. BACI Board of Directors are very committed to active program and service delivery process. In recent years, BACI has been able to develop the partnership with more than 20 organizations, educational institutions, local foundations such as Indianapolis Fund (SYPF), Indiana University Bloomington, IUPUI, Ball State University, etc. who have been and will continue to support the work of BACI in general and this project in particular. We are confident that this partnership and resource will help expand this important program and service for many years to come.

X. Safety and Transportation

BACI places the safety of the students first and always a priority not only by developing and maintaining its safety policy and procedure, but also enforcing it strictly

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all the time. For example, as minors, the middle school students will not be allowed to leave alone the classroom or the program site without any adult supervision. Everyone is checked at the door or the program site to ensure that they are registered students for the program so that any person(s) who is not enrolled in the program is not in the classroom which can make program/classroom at risk. BACI hold is van and owned car for its transportation system. Transportation is going to be provided by BACI staff members who are required to submit the background check. The staff will have required documents to be able to transport youth in bigger vehicles. All the vehicles that belongs to BACI are maintained professionally and timely. BACI employed or allowed the drivers only who are already trained properly and licensed.

XI. Budget

The Burmese American Community Institute upholds the highest level of standards, responsibility, and transparency with the funds entrusted to the organization either in grants or donations. To ensure the funds are managed efficiently and effectively in the most responsible way, the BACI has a financial control policy that is reviewed and approved by the Board of Directors. For example, only a designated individual (e.g. Treasurer, Executive Director or senior staff member) is permitted to sign a check in an amount larger than \$1000. In addition, to ensure the efficiency of its financial administration, BACI has been utilizing in-housed QuickBooks, a financial management and payroll software, since 2013. Monthly financial statements, printed from QuickBooks, are regularly provided to the board for review in a timely fashion. Further, to ensure and maintain professionalism and transparency with its financial administration,

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the BACI has conducted its financial compilation in 2013, and review in 2014, 2015, and 2016 with the independent CPA firm.

We are particularly pleased with the efficiency of the BACI by keeping the overhead cost lower than 10% in the past 6 years while more than 90% goes directly to programs and services. Ensuring that BACI is following the federal financial regulations and standards, the finance and accounting persons, with the direct supervision of Executive Director and regular review of the Board, have been able to manage the finances of the organization for the past six years. The funds and grants have included federal, foundations, and individuals giving. To oversee the Federal funds, BACI will follow the system put in place, which has proven to be effective, efficient, but also transparent.

¹ Burmese American Community Institute. 2017. <https://thebaci.org/>

² The U.S. Department of State's refugee Processing Center & 2017 BACI UPC Summer Scholars

³ Global Poverty Project. 2012-2017. The 7 Biggest Challenges Facing Refugees and Immigrants in the US

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⁴ The Southside Times. 2016. Indianapolis Mayor Hogsett stresses Indianapolis as an inclusive city for the Myanmar community.

⁵ Burmese American Community Institute. 2016. Refugee Population and Secondary Migration. BACI UPC Summer Scholars Program

⁶ PTS data. Refugee students also attend schools in other districts such as Indianapolis Public Schools, Washington Township, Sandy Grove, Franklin Community High School, Emmerich Manual High School, Roncalli High School etc.

⁷ See College Enrollment Rate at Record High from the New York Times, accessible here <http://economix.blogs.nytimes.com/2010/04/28/college-enrollment-rate-at-record-high/> accessed August 15, 2011

⁸ Kuo, Fengyi, Goldfarb, Nancy, Grove, Heidi, Koning, Sarah, Kennedy, Catherine and Kelli Emady. 2016, "Health Status of Burmese Refugees Resettled in Central Indiana: Implications for Occupational Therapy Practice." *American Journal of Occupational Therapy*, Vol. 70, 7011510194p1

⁹ Isik-Ercan, Zeynep. 2012. "In Pursuit of a New Perspective in the Education of Children of the Refugees: Advocacy for the Family." *Educational Sciences: Theory and Practice* 12(4): 3025-38

¹⁰ Low college going rates were identified by the UPC Summer Scholars Research project in 2013. The prevalence of the violence and teen pregnancy issues was reported through a 2014 Youth Empowerment Survey distributed to community youth and their parents

¹¹ An ongoing conversations and discussions with individuals, groups and at formal meetings continues to indicate the increasing need. Elaisa Vahnne, Executive Director, the BACI discussed with the teachers at the Perry Township school district the problems that students face to better understand their issues

¹² Information regarding gang involvement was provided by local school administrators at a Community Integration Project Meeting in September 2013

¹³ Dr. Fengyi Kuo is a faculty member in IUPUI's Occupational Therapy Department. She and her students have written papers after completing program evaluation of the Life Skills Training



DEPARTMENT OF

This workbc

Grant Budget Summary

Budget Form Year 1

Budget Form Year 1: Cost Per
Item Column

Budget Form Year 1:
Quantity Column

Budget Form Year 1:
Quantity Description if
Needed Column

Budget Form Year 1:
Contractual Expenses

Details



Dr. Jennifer McC
Superintendent of Public In

EDUCATION

Working Together for Student

**Indiana Department of Education
21st Century Community Learning Centers**

Cohort 9 Year 1 Budget Workbook (2018-2019)

ook consists of 4 spreadsheet tabs: Instrcutions, Grant Budget Summary, Budget Form Year 1, Details

The Grant Budget Summary spreadsheet is locked as the numbers will populate from the Budget Form Year 1 spre

Includes formulas to generate totals

What is the cost per item?

could be an hour of work, a hotel room rate, the mileage reimbursement rate, admission or reimbursement fee, o

How much of that item?

could consist of how many hours are to be worked, how many hotel rooms are needed, how many miles will be dr
many tickets or admissions will be purchased, or how many times will you pay the flat fee

How is the quantity measured?

hours to be worked based on hours/week multiplied by total weeks? Is the hotel room quantity determined by the
of rooms per night?

1. An indirect cost rate can only be applied to the first \$25,000 of each contractual expense. To represent this or
budget, a formula is included to separate the first \$25,000 of each contractual item. Up to \$25,000 of each contra
is included in the total Direct Cost total and the Indirect Cost Rate (ICR) calculation. Expenses beyond the first \$25,
included in the total amount following the indirect cost rate calculation.

2. The Budget Summary form breaks down which Contractual expenses are included in the Indrect Cost Rate (IC
which are not.

3. Please en
contractual expenses as normal, the formula will automatically generate. Expenses over \$25,000 will be highlighte
spreadsheet.

1. This is for information that needs to be explained beyond what can be included in the Budget Form Year 1 spri

2. For example, this spreadsheet can be used to explain fringe, travel, supply costs, etc. This is also where the ap
should explain how the expenses are reasonable.

Make sure to indicate which line from the Budget Form Year 1 tab you are referencing and use the same descripti

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DEPARTMENT OF EDUCATION

21st Century Community Learning Centers

Sum

Federal Agency: U.S. Department of Education -- Pa

CFDA: 84.287 -- **Federal Award I.D. #** S2:

Project Year: 2018-20:

Applicant Name

Applicant Federal ID Number

Grantee DUNS#

Budget Categories

Personnel
Fringe Benefits
Travel
Transportation
Equipment
Supplies
Contractual
Professional Development & Training
Other
Total Direct Costs
Indirect Costs
Contractual (not included in ICR)
Total

Reimbursement will only be made for charges specifically per Indiana State Law under the approved grant agreement.

If applicable to your grant -

***Indirect Cost Information (To Be Completed by Your Business)**

If you are requesting reimbursement for indirect costs, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the State?

(2) If yes, please provide the following information:

School Year Period Covered by the Indirect Cost Rate Agreement: _____

Approved rate _____%

Dr. Jennifer McCormick
 Superintendent of Public Instruction

Working Together for Student Success

Budget

mary

Pass-Through Entity: Indiana Department of Education

87C150014 -- Fiscal Year of Award: 2016

19 -- Cohort: 9, Year: 1

Burmese American Community Institute

45-2377550

968611090

Project Year 1

\$109,960.00

\$21,524.64

\$3,624.00

\$10,296.00

\$7,620.00

\$600.00

\$6,800.00

\$26,764.00

\$5,870.00

\$193,058.64

\$0.00

\$0.00

\$193,058.64

mitted under the scope of funding and in accordance with

Office):

answer the following questions:

IDOE Office of School Finance? Yes No

t: From: 6 / 1 /2018 To: 5/ 31 /2019

**21st Centu
Applicant**

Directions: Please enter each item to to be funded into the appropriate funding category if needed" as necessary to explain the cost items. The Subtotals and Total Budget will cal budget categories.

Object	Category	Activity Description
Personnel		
		Executive Director/Project Director
		Program Director
		Program Coordinator
		College Coach
Fringe Benefits		
		FICA (Part-time)



Travel	
	Fall 2017 - In state conference hotel - Indianapolis
	Summer 2018
	2017 NCAN National Conference



	Student Transportation

Travel



Equipment

iPad
iPad
iPad case
Tablets
Tablets case
Laptops
Laptops case
Desktops
Wiring
External Drive
Flash Drive



--

Professional Development & Training	
	Paid Training
	training
	See details in another cell
<hr/>	
Other	
	Staff/Volunteer Background Checks
	Field trip-onsite
	Field trip off-site
	Telephone
	Electricity
<hr/>	
Total Direct	
<hr/>	
	Indirect Costs

Indirect Costs

Indirect Costs



--

\$	-		
\$	-		

SUBTOTAL

\$	104.00	6	3 rooms, 2 nights
\$	1,500.00	2	2 staff, 1 room, 3 nights

SUBTOTAL

\$	26.00	198	2 vans/day x 99 days
\$	0.54	9900	5 staff, volunteers 20 miles/day x 99 days
\$	-		
\$	-		

\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		

SUBTOTAL



\$	400.00	4	For 'academic program' listed in program narrative
\$	500.00	1	
\$	50.00	1	
\$	370.00	4	
\$	50.00	4	
\$	500.00	4	
\$	50.00	4	
\$	700.00	3	
\$	300.00	3	
\$	150.00	1	
\$	20	2	

SUBTOTAL



--	--	--	--

\$	10.00	60	60 students
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		

SUBTOTAL



\$	150,000.00	4%	% of award
\$	800.00	1	per site
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		
\$	-		

SUBTOTAL



\$	10.00	100
		10 Hours per person
\$	150.00	8
\$	-	
\$	-	
\$	-	
\$	-	
\$	-	
\$	-	
\$	-	
\$	-	

SUBTOTAL



\$	25.00	10
\$	1,000.00	1
\$	1,500.00	1
\$	60.00	12
\$	200.00	12
\$	-	
\$	-	
\$	-	
\$	-	
\$	-	

SUBTOTAL



--	--	--

SUBTOTAL



\$	193,257	approved indirect cost rate	approved rate
----	---------	-----------------------------	---------------

		SUBTOTAL
		TOTAL YEAR 1

\$	-
\$	-
\$	21,525
\$	624
\$	-
\$	3,000
\$	-
\$	3,624
\$	5,148
\$	5,346
\$	-
\$	-

\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	10,494
\$	1,600
\$	500
\$	50
\$	1,480
\$	200
\$	2,000
\$	200
\$	2,100
\$	900
\$	150
\$	40
\$	7,620

\$	600
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	600
\$	6,000
\$	800
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	6,800

\$	1,000
\$	1,200
\$	24,564
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	26,764
\$	250
\$	1,000
\$	1,500
\$	720
\$	2,400
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	5,870
\$	-
\$	193,257
	#VALUE!

\$	-
#VALUE!	
\$	-

#VALUE!

#VALUE!

Line	Category	Activity Description
	Personnel	Executive Director/Project Director
		Program Director
		Program Coordinator
		College Coach
	Fringe Benefits	
		FICA (Part-time)
	Travel	Fall 2017 - III state conference hotel - Indianapolis
		Summer 2018
		2017 NCAN National Conference
	Transportation	Student Transportation

	Equipment	iPad
		iPad
		iPad case
		Tablets
		Tablets case
		Laptops
		Laptops case
	Supplies	Desktops
		Wiring
		External Drive
		Flash Drive
		<u>Program Supplies: pencils, pens, ma</u>
	Contractual	Local Evaluation Services
		Data Collection
	Contractual	



Cost Per Item	Quantity	Quantity Description if needed
\$ 60,000.00	0.17	Full-time
\$ 40,000.00	1	Full-time
\$ 30,000.00	1	Full-time
\$ 15.50	1920	48wk, 20hr/wk for 2 part-time staff
\$ -		

SUBTOTAL

\$ 80,200.00	24.00%	
\$ 29,760.00	7.65%	
\$ -		
\$ -		
\$ -		

SUBTOTAL

\$ 104.00	6	3 rooms, 2 nights
\$ 1,500.00	2	2 staff, 1 room, 3 nights
\$ -		
\$ -		

SUBTOTAL

\$ 26.00	198	2 vans/day x 99 days
\$ 0.54	9900	5 staff, volunteers 20 miles/day x 99 days
\$ -		
\$ -		
\$ -		

SUBTOTAL

\$	400.00	4	For 'academic program' listed in program narrative
\$	500.00	1	
\$	50.00	1	
\$	370.00	4	
\$	50.00	4	
\$	500.00	4	
\$	50.00	4	
\$	700.00	3	
\$	300.00	3	
\$	150.00	1	
\$	20	2	
\$	10.00	60	60 students

SUBTOTAL

\$	150,000.00	4%	% of award
\$	800.00	1	per site
\$	-		
\$	-		
\$	-		

SUBTOTAL

\$	-		
\$	-		
\$	-		

\$	-		
\$	-		

SUBTOTAL

\$	10.00	100	10 Hours per person
\$	150.00	8	10 Hours per person
\$	-		
\$	-		
\$	-		

SUBTOTAL

\$	25.00	10	
\$	1,000.00	1	
\$	1,500.00	1	
\$	60.00	12	
\$	200.00	12	

SUBTOTAL

\$	-		
\$	-		
\$	-		

SUBTOTAL

\$	-		
\$	-		
\$	-		
\$	-		

\$	-		
			SUBTOTAL

Total	
\$	10,200
\$	40,000
\$	30,000
\$	29,760
\$	-
\$	109,960
\$	19,248.00
\$	2,276.64
\$	-
\$	-
\$	-
\$	21,525
\$	624
\$	-
\$	3,000
\$	-
\$	-
\$	3,624
\$	5,148
\$	5,346
\$	-
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\$	-

\$	10,494
\$	1,600
\$	500
\$	50
\$	1,480
\$	200
\$	2,000
\$	200
\$	2,100
\$	900
\$	150
\$	40
\$	600
\$	3,790
\$	6,000
\$	800
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\$	2,200
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\$	2,400
\$	5,870
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\$	-
\$	-

**21st Century Community Learning Centers
Professional Development Institute Selection Form**

Grantee Name:	Burmese American Community Insti	Cohort 9
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Opportunities	Cost
Multi-State Conference	\$ 500.00
IYI Kids Count Conference	\$ -
STEM enhancement and educator professional	\$ 54.00
Literacy professional development and technical	\$ 5,000.00
Hoosier Family of Readers	\$ -
Family Engagement	\$ 2,200.00
Leadership Development	\$ 7,000.00
Regional Peer Learning Group	\$ 600.00
Specialty Webinars	\$ 500.00
Online Professional Development System	\$ 210.00
Onsite Program Quality Improvement	\$ 4,500.00
Onsite Team Building Workshop	\$ 3,000.00
Quarterly Regional Training	\$ -
College & Career Readiness professional	\$ -
Indiana Youth Development Credential	\$ 1,000.00
Resource & Partnership Development Technical	\$ -
Organizational & Leadership Coaching	\$ -
Engage Me or Enrage Me: Saving Black and Brown	\$ -
Crossing the Border: Enhancing Relationships	\$ -
Culture-Centered Literacy for African American,	\$ -
Building Annual Sustainability	\$ -
Fundraising for Small Nonprofits	\$ -
The Eight Step Major Gifts Cycle	\$ -
Healing Invisible Wounds: A Trauma-Informed	\$ -
Creating an Equity Toolkit: Strategies for	\$ -
STEM 3E Afterschool Training Program	\$ -
Grand Total:	\$ 24,564.00

MEMORANDUM OF UNDERSTANDING

This **Memorandum of Understanding** (hereinafter referred to as “MOU”) is between the University of Indianapolis (hereafter referred to as “UINDY”) and the Burmese American Community Institute (hereafter referred to as “BACI”), and collectively referred to as “Parties.”

The following expresses the terms and conditions of the MOU between

The University of Indianapolis
1400 East Hanna Avenue
Indianapolis, IN 46227

Contact person: Marianna K. Foulkrod, Tel: (317) 788-3557; Email: mfoulkrod@uindy.edu

And

Burmese American Community Institute (BACI)
4925 Shelby Street #200
Indianapolis, IN 46227

Contact person: Elaisa Vahnne, Tel: 317-731-5537; Email: velaisa@uemail.iu.edu

GOAL OF THIS MOU: The purpose of this MOU is to support the 21st Century Community Learning Center (21st CCLC): providing tutoring and mentorship for area high school students for their college and career readiness for the years 2017-2021.

1. DESCRIPTION OF PROJECT: The purpose of the Upward College Program is to assist area high school students linguistically and academically for college preparedness, as well as for their future success by enhancing and expanding the BACI’s Upward College Program (UCP) with a comprehensive curriculum design that includes, but is not limited to, tutoring, mentoring, SAT prep classes, leadership development classes, character education classes, STEM literature, the development of critical thinking skills, problem solving skills, life skills, academic research skills, college and field trips, individualized college application and scholarship application assistance etc. The UPC design was originally developed with the input and expertise from English teachers, faculty members, and staff at UINDY. The Program will run a minimum of eight hours per week for four years from 2017 to 2021 with the support the 21st CCLC grant.

PROJECT PERIOD: This MOU is in effect from April 1, 2017 to May 31, 2021.

2.0 The Roles of UINDY

2.1 UINDY will participate and assist with the program implementation by providing service learning students and volunteers. A minimum of 3 service learning students from Community Service Learning class and 5 students from the Integration Local and Global Curriculum—this multidiscipline curriculum developed in collaboration with the BACI and expected to be cross listed several academic departments within the University starting from Spring 2017—students will each be drawn every semester. Each student will contribute 40 hours of service every

semester to the BACI Upward College Program. In addition, UINDY will assist recruitment of volunteers and interns from a pool of the University students.

- 2.2 As ongoing, UINDY will continue to provide the facility, other resources and equipment for Upward College Program classes and summers sessions on campus.
- 2.5 UINDY will continue to connect BACI with additional faculty members and resources on campus aimed at sustaining and strengthening the Upward College Program and the BACI services as a whole.

3.0 The Roles of BACI

- 3.1 Burmese American Community Institute (BACI) is a nonprofit organized under the laws of Indiana.
- 3.2 BACI is responsible for effective and successful implementation of the Upward College Program.
- 3.3 BACI is responsible for the fiscal management of the 21st CCLC under this project.
- 3.4 BACI will be responsible for communicating with both staff and faculty members at UINDY with regard to issues related to the program expectations, class scheduling, facility, maintenance, supplies, BACI policies and procedures, etcetera.
- 3.6 BACI staff member will actively work and coordinate with UINDY staff members in the process of implementing this project.

4.0 Partnership

- 4.1 Understanding that the Upward College Program or 21st CCLC project support and reinforce what is happening during the school day, UINDY and BACI staff shall put their best efforts to collaboratively work together.
- 4.2 For the purpose of this 21st CCLC Project, both UINDY and BACI shall put their best efforts to provide quality service to the students they serve and to ensure the project is implemented effectively and successfully.
- 4.2 Fully understanding the benefits of coming together as a University and a community organization whereby children and families can take advantage of multiple resources in the community, the UINDY and BACI will positively and constructively work together in identifying additional resources and directing them to the students they serve.
- 4.3 Employees of BACI are not employees of UINDY, and employees of UINDY are not employees of the BACI.

4.4 The parties acknowledge that they are not insured in any manner by the other party for any loss of any kind whatsoever, including attorney malpractice insurance. The parties agree that neither party has the authority, express or implied, to bind or obligate the other party in any way. Nothing contained herein is intended to or shall result in either party being liable for the debts or liabilities of the other.

5.0 Termination.

This Agreement, and any amendments, may be terminated by a party at any time during the Term by:

- a. Providing the other party with not less than thirty (30) business days written notice; or
- b. Immediately by giving notice to the other party if the other party fails to remain in good standing or ceases to maintain tax-exempt status, becomes insolvent, or becomes subject to any other judicial proceedings that relate to insolvency.

IN WITNESS WHEREOF, and according to the laws of the State of Indiana, the Parties hereto have caused this MOU to be executed as of the date subscribed below.

University of Indianapolis:

Burmese American Community Institute:

Marianna K. Foulkrod

Executive Director

Director of Service Learning & Community Engagement

10/19/2016

10/19/16

Date

Date

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (hereinafter referred to as "MOU") is between Perry Township Schools (hereafter referred to as "PTS") and the Burmese American Community Institute (hereafter referred to as "BACI"), and collectively referred to as "Parties."

The following expresses the terms and conditions of the MOU between

Perry Township Schools
6548 Orinoco Avenue
Indianapolis, IN 46227

Contact person: Jane Pollard, Tel: 317.789.3777 office; Email: jpollard@perryschools.org

And

Burmese American Community Institute (BACI)
4925 Shelby Street #200
Indianapolis, IN 46227

Contact person: Elaisa Vahnice, Tel: 317-731-5537; Email: velaisa@umail.iu.edu

GOAL OF THIS MOU: The purpose of this MOU is to support the 21st Century Community Learning Center (21st CCLC): providing tutoring and mentorship for area high school students, especially those are enrolled at Southport High School and Perry Meridian High School, for their college readiness and career success for the years 2017-2021.

1.0 DESCRIPTION OF PROJECT: The purpose of the Upward College Program is to assist area high school students linguistically and academically for college preparedness, as well as for their future success by enhancing and expanding the BACI's Upward College Program (UCP) with a comprehensive curriculum design that includes, but is not limited to, tutoring, mentoring, SAT prep classes, leadership development classes, character education classes, STEM literature, the development of critical thinking skills, problem solving skills, life skills, academic research skills, college and field trips, individualized college application and scholarship application assistance etc. The UCP design was originally developed with the input and expertise from English teachers and teaching aids at PTS. The Program will run a minimum of eight hours per week for four years from 2017 to 2021 with the support the 21st CCLC grant.

PROJECT PERIOD: This MOU is initially in effect from April 1, 2017 to June, 2017. Unless terminated by the parties, the MOU will renew for another one-year term at the end of the initial term. Additional or revised MOU agreements may be brought forth for each new school year.

2.0 The Roles of PTS

2.1 PTS will participate and assist with the program recruitment, e.g. the distribution of the application for the Upward College Program to teachers at Perry Meridian High School and Southport High School who will in turn help distribute the application and information to their students.

- 2.2 As ongoing, the PTS will continue to provide the facility and equipment for Upward College Program classes and tutoring sessions as space is available. The space may include larger ones, e.g. auditorium, gym etc. to meet the needs of larger meetings, e.g. parents meeting, college & youth summit, and educational fundraiser activities etc.
- 2.3 To support effective implementation of the program, the PTS may also provide student transportation as needed and agreed upon.

3.0 The BACI Roles

- 3.1 Burmese American Community Institute (BACI) is a nonprofit organized under the laws of Indiana.
- 3.2 BACI is responsible for effective and successful implementation of the Upward College Program.
- 3.3 BACI is responsible for the fiscal management of the 21st CCLC under this project.
- 3.4 BACI will ensure to include “Jumpstart Your Future: Summer College Prep Workshop” in the 21st CCLC program programming and sanction the appropriate budget to meet the cost associated with this component as indicated by PTS. BACI will fully participate and support the effective implementation of this component.
- 3.5 BACI will be responsible for communicating with both the teacher and with PTS with regard to issues related to the program expectations, class scheduling, facility, maintenance, supplies, BACI policies and procedures, etcetera.
- 3.6 BACI staff member will actively work and coordinate with PTS staff members in the process of implementing this project.
- 3.7 For state evaluation and federal reporting purposes, the IDOE 21st CCLC requires submission of student information such as grades, ISTEP+ test scores, credits earned (high school students only) To be in compliance with this requirement and accomplish the goals, the BACI will gather the achievement data only with parental permission that complies with the Family Educational Rights and Privacy Act. Teachers will be asked to complete a survey. This survey will be optional.
- 3.8 BACI will treat all student data as strictly confidential. No data that identifies specific individuals or contains other personally identifiable information will be shared with any other party without the written consent of PTS. This obligation to maintain the confidentiality of all student data shall continue even after the expiration or termination of this agreement.

4.0 Partnership

- 4.1 Understanding that the Upward College Program or 21st CCLC project support and reinforce what is happening during the school day, PTS and BACI staff shall put their best efforts to collaboratively work together.
- 4.2 For the purpose of this 21st CCLC Project, both PTS and BACI shall put their best efforts to provide quality service to the students they serve and to ensure the project is implemented effectively and successfully.
- 4.3 Fully understanding the benefits of coming together as a School District and a community organization whereby children and families can take advantage of multiple resources in the community, the PTS and BACI will positively and constructively work together in identifying additional resources and directing them to the students they serve.
- 4.4 Employees of BACI are not employees of PTS, and employees of PTS are not employees of the BACI.
- 4.5 The parties acknowledge that they are not insured in any manner by the other party for any loss of any kind whatsoever, including attorney malpractice insurance. The parties agree that neither party has the authority, express or implied, to bind or obligate the other party in any way. Nothing contained herein is intended to or shall result in either party being liable for the debts or liabilities of the other.

5.0 Termination.

This Agreement, and any amendments, may be terminated by a party at any time during the Term by:

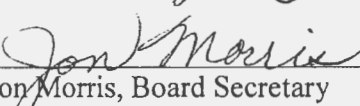
- a. Providing the other party with not less than thirty (30) business days written notice; or
- b. Immediately by giving notice to the other party if the other party fails to remain in good standing or ceases to maintain tax-exempt status, becomes insolvent, or becomes subject to any other judicial proceedings that relate to insolvency.

IN WITNESS WHEREOF, and according to the laws of the State of Indiana, the Parties hereto have caused this MOU to be executed as of the date subscribed below.

Perry Township Schools:



Ken Mertz, Board President



Jon Morris, Board Secretary




Jane Pollard, EL Administrator

Monday, February 13, 2017
Date

Burmese American Community Institute:



Dr. Ro Ding, Board Chairman



Elaisa Vahnis, Executive Director of BACI



Lian Sang, Programs Director of BACI

Monday, February 13, 2017
Date



Perry Meridian Middle School



Jon Romine
Principal

Kristen Prusiecki
Assistant Principal

Dustin Criswell
Advisor

Sarah Reuter
Advisor

Brian Murphy
Athletic Director

Stephanie Deeter
Director of Guidance

Acile Springer
Guidance Counselor

November 21, 2017

To Whom It May Concern

I write today in support of the Burmese American Community Institute (BACI) as they work to implement after-school programs for our middle school students at Perry Meridian Middle School.

Approximately 18,000 refugees around the world have been resettled in Central Indiana in recent years. About 85% of them are Burmese refugees. Resettlement agencies provide basic needs assistance within the first 180 days of arrival; however, new comer communities continue to face a variety of social service and educational challenges. The BACI model emphasizes long-term community development through seamless integration by providing culturally and linguistically appropriate, social and educational services. What makes the BACI model extraordinary though is that it then bridges the newcomer community with all other state and community resources, through its collaborative partnership-based programs, monthly newsletter, and as well as other referral avenues.

The BACI service outcome and impact has been observed in our community. The result of the Institute's educational programs is remarkable. For example, 100% of participants who completed the BACI Upward College Program for high school students, collaboratively implemented and supported by Perry Township Schools, continue their post-secondary education.

The Upward College Program designed to help area high school students with their college readiness and success has been evaluated highly successful. The program design is comprehensive and innovative, and includes intensive research, academic enrichment, English training, a STEM focus, Life Skills, Leadership Development, Standard Test prep, community and volunteer service, college and scholarship application assistance and more. I am very excited about the current plan by BACI to replicate and implement this highly interactive and successful program, tailored to meet the unique needs of the middle school students, especially non-native English speakers.

As Principal of Perry Meridian Middle School, where approximately 270 of our over 1200 students are refugee and immigrant students, we are very excited to work collaboratively with the staff of BACI to ensure our students are better prepared for high school and beyond.

Sincerely,

Jon Romine

Principal



Dr. Jennife
Superintendent of P

DEPARTMENT OF EDUCATION

Working Together for Students

21st Century Community Learning Centers
Summary

Federal Agency: U.S. Department of Education -- **Pass-Through Entity:** Indiana Department of Education

CFDA: 84.287 -- **Federal Award I.D. #** S287C150014 -- **Fiscal Year of Award:** 2016

Project Year: 2018-2019 -- **Cohort:** 9, **Year:** 1

Applicant Name	Burmese American Community
Applicant Federal ID Number	45-2377550
Grantee DUNS#	968611090

Budget Categories	Project Year 1
Personnel	
Fringe Benefits	
Travel	
Transportation	
Equipment	
Supplies	
Contractual	
Professional Development & Training	
Other	
Total Direct Costs	
Indirect Costs	
Contractual (not included in ICR)	
Total	

Reimbursement will only be made for charges specifically permitted under the scope of funding and in accordance with Indiana State Law under the approved grant agreement.

If applicable to your grant -

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by IDOE Office of School Finance? Yes No

(2) If yes, please provide the following information:

School Year Period Covered by the Indirect Cost Rate Agreement: From: 6 / 1 /2018 To: 5/ 31 /2019

Approved rate ____%

Student Success

Budget

ation

Institute

\$109,960.00

\$21,524.64

\$3,624.00

\$10,296.00

\$7,620.00

\$600.00

\$6,800.00

\$26,764.00

\$5,870.00

\$193,058.64

\$0.00

\$0.00

\$193,058.64

in accordance

_ No

'019

