



21ST CCLC

REQUEST FOR PROPOSAL TEMPLATE

NAME OF LEA OR ORGANIZATION	SWITZERLAND COUNTY SCHOOL CORP.
ADDRESS	1040 WEST MAIN ST., VEVAY, IN 47043
COUNTY	SWITZERLAND COUNTY
NAME OF CONTACT PERSON	FRED ROSS
TITLE	DIRECTOR OF FEDERAL PROGRAMS
PHONE NUMBER	812-427-2611
EMAIL	FROSS@SWITZSC.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	RODNEY HITE, SUPERINTENDENT
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	RHITE@SWITZSC.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)	78%	C	80	K-5 TH
JEFFERSON-CRAIG ELEMENTARY SCHOOL (SCHOOL CORPORATION #7985)	100%	C	60	K-6
SWITZERLAND COUNTY ELEMENTARY SCHOOL (SCHOOL CORPORATION #7994)	100%	D	60	K-6

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
JEFFERSON-CRAIG ELEMENTARY SCHOOL	1002 WEST MAIN STREET	VEVAY/ SWITZERLAND COUNTY
SWITZERLAND COUNTY ELEMENTARY SCHOOL	12862 HIGHWAY 250	RISING SUN/ SWITZERLAND COUNTY



21ST CCLC

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TOTAL GRADE LEVEL(S) TO BE SERVED	7 GRADES (K-6)
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA	STEAM
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS	AFTER-SCHOOL: 3:00 PM – 5:30 PM, MONDAY – FRIDAY SUMMER: 10:00 AM – 2:00 PM, MONDAY - FRIDAY
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	N

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

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant’s governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;



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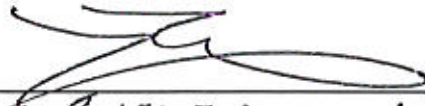
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\)](#) and [Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;



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- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Switzerland County School Corporation
 Corporation _____
 Applicant Name (LEA or Organization)


 _____ Authorized Signature
 8-12-20 Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN; Jefferson-Craig Elementary School, with a principal place of business at 1002 West Main Street, Vevay, IN; and Switzerland County Elementary School, with a principal place of business at 12862 Highway 250, Rising Sun, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among Switzerland County School Corporation's contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

Jefferson-Craig Elementary School and Switzerland County Elementary School contributions will each include the following:

- Ongoing collaboration and input into planning instructional and enrichment activities for student participants and their adult family members, including service on the project management team;
- Assistance in identifying a parent and student for the project advisory committee;
- Maintenance of a safe, accessible, and attractive learning environment;
- Staff and faculty time and effort associated with weekly curriculum planning and daily communication with 21st CCLC staff for individualization of instruction for homework and tutorial activities;
- Inclusion of appropriate 21st CCLC personnel in grade-level meetings and professional development;
- Collaboration in the identification, recruitment, and referral of target students most in need of project services;
- Coordination of ongoing School Family Nights with the parent engagement component of the project;
- Use of technology resources in support of project goals and objectives;
- Assistance in publicizing the program to parents, students, and the community with acknowledgement of the 21st CCLC funding source;
- Access to classrooms for 21st CCLC staff to observe school-day instruction, including behavior of after-school participants in the regular classroom setting;
- Report-card grades for each grading period, assessment data including but not limited to ILEARN, attendance, behavior data, and other information for state and local evaluations;
- Participation in surveys for evaluation purposes; and
- Maintaining confidentiality of data.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:


Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation and Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

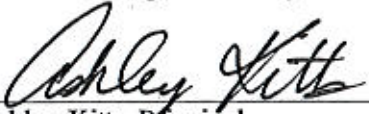
- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Tony Spoores,
Jefferson-Craig Elementary School

7/28/20
Date



Ashley Kitts, Principal
Switzerland County Elementary School

7/28/20
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

7-28-20
Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and **Switzerland County YMCA**, with a principal place of business at 114 West Main Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Switzerland County YMCA will contribute the following:

- Collaboration with the Switzerland County School Corporation (SCSC), Jefferson-Craig Elementary School (JCES), Switzerland County Elementary School (SCES), and 21st CCLC staff, in the coordination of services and contributions with those entities as well as other project service providers and collaborators;
- Contracted services for after-school sports, fitness, recreational and other enrichment activities at JCES and SCSC, supplies and materials for craft and other activities additional to those purchased the SCSC 21st CCLC project; hosting and facilitating the summer 21st CCLC program; and travel cost for contracted staff members to attend any trainings required and/or sponsored by the Indiana Department of Education;
- Staffing to include, annually, at least one Recreation/Enrichment staff person and one 21st CCLC Program Assistant who will work under the daily supervision of the Site Coordinators and be responsible to the Program Director and the Switzerland County Corporation's Superintendent and Board of Education;
- Maintaining personnel timesheets and ensuring that the hours of service to the 21st CCLC program be dedicated exclusively to SCSC program activities;
- Ensuring a safe and welcoming environment for all participants;
- Following the regulations and procedures of the Indiana Afterschool Network Top Ten Standards on Safety, Health and Nutrition as they pertain to the program;
- Maintaining time logs of activities, including those used for reading/language arts instruction and enrichment, and the number of students and parents participating in a given activity;
- Participation of YMCA's 21ST CCLC staff in required and shared professional development activities;
- Attending on-site training, webinars, and conferences that may be required by the Indiana Department of Education;
- Documentation of activities and outcomes to meet 21st CCLC evaluation requirements;
- Maintaining confidentiality of any and all project data; and
- Service on the Project Management Team.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

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7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff

Memorandum of Understanding

Switzerland County YMCA

to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation** and **Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:


- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Eric Cole, CEO
Switzerland County Switzerland County YMCA

8/10/2020
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-10-20
Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and the SRO/Vevay Police Department, with a principal place of business at 210 Ferry Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among Switzerland County School Corporation's contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
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- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Vevay Police Department annual contributions will include the following:

- Ongoing collaboration with principals, district personnel, and 21st CCLC staff to provide safe out-of-school environments for staff and participants;
- Upon request, service on the project advisory committee and/or participation in a “read-aloud” activity;
- Use of School Resource Officer Roy Leap and other personnel as needed to provide law enforcement presence at the project sites;
- Addressing the goal of improved student behavior through interaction with individual and small groups of students on responsible life choices and safety issues through two or more discussions annually on topics such as bike safety and distancing themselves from high-risk individuals and situations.
- Ongoing emphasis on fostering respect for law enforcement and cultivating social responsibility on personal and community levels.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between Switzerland County School Corporation and Diehl Consulting Group, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

Memorandum of Understanding

SRO/Vevay Police Department

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REMUNERATION:

Not applicable.

9. OTHER TERMS AND CONDITIONS:


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- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.


AGREED:



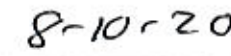
Roy Leap, SRO
Vevay Police Department



Date



Rodney Hite, Superintendent
Switzerland County School Corporation



Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

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1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 405 Liberty Street, Vevay, IN, and the Switzerland County Sheriff's Office, with a principal place of business at 405 Liberty Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

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- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Switzerland County Sheriff's Office annual contributions will include the following:

- Ongoing collaboration with principals, district personnel, SROs, and 21st CCLC staff to provide safe out-of-school environments for staff and participants;
- Upon request, service on the project advisory committee and/or participation in a "read-aloud" activity;
- Personnel as needed to provide law enforcement presence at the project sites;
- Addressing the goal of improved student behavior through interaction with individual and small groups of students on responsible life choices and safety issues through two or more discussions annually on topics such as bike safety and distancing themselves from high-risk individuals and situations.
- Ongoing emphasis on fostering respect for law enforcement and cultivating social responsibility on personal and community levels.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

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9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Brian L. Morton, Sheriff
Switzerland County Sheriff's Office

08-05-2020

Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-5-2020

Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

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1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and the **Switzerland County Digital Learning Community Advisory Grant Program**, with a principal place of business at 1040 West Main Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Digital Learning Community Advisory Grant proposed contributions will include the following:

- Collaboration in planning instructional and enrichment activities technology and engineering;
- Sharing of information with 21st CCLC staff about the Grant's ongoing activities including but not limited to professional development opportunities;
- Assistance from SCSC's Technology/Instructional Resource Teachers, upon request;
- Access to 1st Makers Space curriculum (<https://1stMakersSpace.com/pages/curriculum>).
- Benefit, as funds permit, from 1st Makers Space offer of "buy one, get one free" opportunity for all professional development and curriculum products; and
- Ongoing emphasis on project-based learning, the tools of technology, and trained and competent personnel at all levels.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation and Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

9. REMUNERATION:

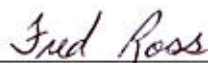
Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Fred Ross, Switzerland County School Corporation
Director of Federal Programs *and*
Project Director for the Digital Learning
Community Advisory Grant

08/10/2020
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-10-20
Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN; and **Purdue Extension Service**, with a principal place of business at 708 West Seminary Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among Switzerland County School Corporation's contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet services;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

Purdue Extension Service annual contributions will include the following:

- Collaboration with 21st CCLC staff in planning after-school activities for 21st CCLC student participants appropriate to their ages, needs, and expressed interests;
- Services to K-6 participants and parents to supplement ongoing activities currently available through collaboration with Switzerland County School Corporation, e.g., 4-H Clubs, summer camp for students in Grades 3-12, and the annual "Ag Day;"
- Proposed work, tentatively to be conducted through once-monthly sessions over a 6-month period, to be carried out in conjunction with the 21st CCLC program including topics such as gardening, robotics, and/or healthy lifestyles as components of academic enrichment;
- Documentation of services and participants as may be needed for project reporting and evaluation purposes; and
- Service on the project advisory committee.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between Switzerland County School Corporation and Diehl Consulting Group, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

Memorandum of Understanding

Purdue Extension Service

Page 2 of 3

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Kyle Weaver, County Extension Director
Purdue Extension Service

8/5/20
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-10-20
Date



Ken Sandel, Senior Director Sponsored Programs

8/5/2020

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and **Switzerland County Public Library.**, with a principal place of business at 205 Ferry Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Switzerland County Public Library annual contributions will include the following:

- Ongoing collaboration and input into planning instructional and enrichment activities for student participants and their adult family members, including service on the project advisory committee or other ad hoc group;
- Sharing of information with 21st CCLC staff about the Library's ongoing activities including but not limited to the Library's weekly Story Time, Game Nights for teens and youngsters ages 10 and over, the student and adult Summer Reading Programs, and monthly meetings of the Adult Book Club;
- Providing, as an in-kind contribution, an estimated seven (7) age- and grade-appropriate "book talks" or reading and craft activities at each of the two project sites;
- In the event of ongoing or recurring restrictions due to COVID-19 or similar issue, working with project staff to develop alternate approaches to deliver services in a virtual format;
- Collaboration with 21st CCLC and school library staff to identify books by featured authors or timely topics;
- Assistance in publicizing the program to parents, students, and the community with acknowledgement of the 21st CCLC funding source;
- Participation in surveys for project evaluation purposes; and
- Ongoing emphasis on fostering love of reading among children, families, and the greater community.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation and Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals;

Memorandum of Understanding
Switzerland County Public Library

assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Emily Fox, Director
Switzerland County Public Library

8-10-2020
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-10-20
Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and Conservation Officer Matthew Hicks of the Indiana Department of Natural Resources, headquartered at 402 West Washington Street, Indianapolis, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The mission of the Indiana Department of Natural Resources (IDNR) is “to protect, enhance, preserve, and wisely use natural, cultural, and recreational resources for the benefit of Indiana’s citizens through professional leadership, management, and education. In keeping with that mission, **Matthew Hicks’** annual contributions will include the following:

- Collaboration and input into planning instructional and enrichment in support of the project’s science, technology, engineering, arts, and mathematics (STEAM) focus, including guidance to staff on the range and availability of IDNR’s “For Kids” online activity resources;
- Information about appropriate training activities that may be open to educators and/or community representatives;
- Providing, as an in-kind contribution, a proposed (2) age- and grade-appropriate visits to the two project sites;
- In the event of ongoing or recurring restrictions due to COVID-19 or similar issue, working with project staff to develop alternate approaches to deliver services in a virtual format;
- Participation in surveys for project evaluation purposes; and
- Ongoing emphasis on fostering appreciation and respect for the environment and its resources.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation** and **Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

Memorandum of Understanding

Matthew Hicks, Indiana Department of Natural Resources

Page 2 of 3

9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:


Matthew Hicks, Indiana Conservation Officer
Department of Natural Resources

08/03/2020
Date


Rodney Hite, Superintendent
Switzerland County School Corporation

8-10-20
Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and **Community Foundation of Switzerland County.**, with a principal place of business at 303 Ferry Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
- Program facilities at Jefferson-Craig Elementary School and Switzerland County Elementary School (5,000 ft²) and related utilities;
- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Community Foundation of Switzerland County, in keeping with its mission of “connecting people who care with causes that matter for good, forever, for Switzerland County,” agrees to the following:

- Consideration of funding requests made by the Switzerland County School Corporation for the purpose of enhancing and sustaining the 21st CCLC program for students, staff, families and community;
- The understanding that funding requests will focus on areas such as refreshments, student incentives, and other areas either not allowed by the funder or needed to enhance the efficacy of the project; and
- Providing input into areas of program emphasis considered to be most useful to the greater Switzerland County community.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation** and **Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.


AGREED:



Pamela W. Acton, Executive Director
Community Foundation of Switzerland County

8/3/2020

Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-5-20

Date

MEMORANDUM OF UNDERSTANDING
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM
SWITZERLAND COUNTY SCHOOL CORPORATION

PROJECT MISSION:

The mission of the Switzerland County School Corporation's 21st CCLC after-school program is to involve the combined entities of staff, community, school, and family in a cooperative effort to advance academic readiness and achievement, social responsibility, and hands-on learning in a safe and harmonious environment.

1. COLLABORATORS:

Switzerland County School Corporation (SCSC), with a principal place of business at 1040 Main Street, Vevay, IN, and **Vevay-Switzerland County Foundation, Inc.**, with a principal place of business at 317 Ferry Street, Vevay, IN.

2. PROGRAM PLANNING AND DESIGN:

Administrators and Principals reviewed requirements and benefits of the 21st CCLC program, attended the IDOE 21st CCLC meeting, and participated in webinars sponsored by the Indiana Department of Education. An inventory of needs, available services and local collaborators was conducted; local entities were contacted for follow-up regarding participation in the project. The program was developed in collaboration with building principals, teachers, and other contributing parties.

3. SCOPE OF WORK/ROLE IN THE DELIVERY OF SERVICES

Among **Switzerland County School Corporation's** contributions toward the support the 21st CCLC program are the following:

- Service as applicant, fiscal agent, and grant recipient for the project;
- Management and oversight of project budget;
- Ensuring a safe and welcoming environment for all participants, including individuals with handicapping conditions, English Language Learners, and grandparents or others with primary caretaking responsibilities;
- Collaborative relationships among district administration, school administrators and faculty, 21st CCLC project personnel and participants, project partners and service providers, parents, students, and the community;
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- Telephone and internet service;
- Providing nutritious snacks and meals, as appropriate, through the National School Lunch Program;
- Planning and coordination of bus transportation;
- Shared professional development;
- Coordination of project funding with Title I and other State and Federal sources;
- Utilization of a project management team and project advisory committee;
- Maintaining data and its confidentiality for state and local evaluation purposes and continuous program improvement; and
- Planning for project sustainability.

The Vevay-Switzerland County Foundation, Inc., in keeping with its mission “to aid in the continuing improvements of Vevay and Switzerland County for the betterment of the citizens and its citizens to come” agrees to the following:

- Consideration of funding requests made by the Switzerland County School Corporation for the purpose of enhancing and sustaining the 21st CCLC program for students, staff, families and community;
- The understanding that funding requests will focus on areas such as refreshments, student incentives, and other areas either not allowed by the funder or needed to enhance the efficacy of the project; and
- Providing input into areas of program emphasis considered to be most useful to the overall Vevay-Switzerland County community.

4. SHARING OF RESOURCES:

School contributions to the project will be on an in-kind basis. Professional development will be shared with project partners and 21st CCLC funding and activities will be coordinated with community organizations and federal, state, and local initiatives.

5. ONGOING INVOLVEMENT OF PARTNERS IN MANAGEMENT AND OVERSIGHT:

Corporation administrators and school principals will be part of the project management team, which will meet monthly or more often as needed, to monitor implementation, evaluation findings, and feedback from the project advisory committee.

6. HOW STUDENTS WILL BE SELECTED FOR THE PROGRAM:

Children in Kindergarten through Grade 6 will be eligible to participate. Although the program will be open to all students, priority for recruitment and program slots will be given to students eligible for free or reduced-price lunch, those failing to meet proficiency on standard assessments, English Language Learners, and students with handicapping conditions, learning disabilities, or extenuating circumstances such as homelessness or bereavement.

7. LINKAGE BETWEEN THE SCHOOL DAY AND THE 21ST CCLC PROGRAM:

Daily emails will be sent from school-day faculty to the Site Coordinators to enable effective use of time for tutoring and homework assistance. Community collaborators will confer with project and school staff to coordinate enrichment activities in terms of age- and grade-appropriate activities and current units of study.

8. HOW AND WHEN DATA, SURVEYS, AND INFORMATION ABOUT 21ST CCLC WILL BE COLLECTED, COMPILED, AND SHARED OVER THE TERM OF THE GRANT:

Data will be collected, compiled, and analyzed as per the Evaluation Section of the project narrative and the Memorandum of Understanding between **Switzerland County School Corporation and Diehl Consulting Group**, contracted external evaluators for the project. Data will include surveys of parents, teachers, staff, and participants; student grade reports; attendance records; disciplinary referrals; assessments related to student achievement; and other information such as parent/family participation. All entities will maintain confidentiality of data, which will be reported in a manner independent of names or other identifying information.

9. REMUNERATION:

Not applicable.

10. OTHER TERMS AND CONDITIONS:

The agreement and services are contingent upon the following:

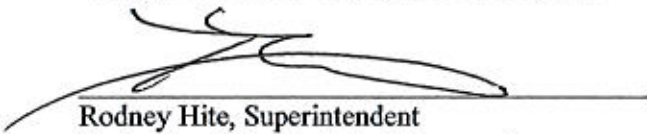
- A. Funding of a competitive proposal for funding from the 21st CCLC program available through the Indiana Department of Education; and
- B. Negotiations and finalization of mutually agreeable offerings and scheduling subsequent to project approval.

AGREED:



Steve Crabtree, Executive Director
Vevay-Switzerland County Foundation, Inc.

8-4-20
Date



Rodney Hite, Superintendent
Switzerland County School Corporation

8-5-20
Date

**Memorandum of Understanding
Diehl Consulting Group
and the Switzerland County School Corporation 21st CCLC
July 16, 2020**

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

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

Qualifications and Experience

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

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

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

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

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

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

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

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

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

Specific qualifications and experiences relevant to this proposal include:

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

Roles and Responsibilities

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

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

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

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, the Switzerland County School Corporation will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.



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

7/16/2020

Date



21ST CCLC

FINGERPRINTING

All Partners and Collaborators, prior to beginning any service, shall certify to **Switzerland County School Corporation** that no employee, contractor, or volunteer working with youth and parents of **Switzerland County School Corporation (SCSC)** has been convicted of a violent or serious felony as defined by statute. **Switzerland County School Corporation** shall not allow any such contact until such certification has been received by **Switzerland County School Corporation**.

All **21st Century Community Learning Centers (CCLC) Partners and Collaborators** shall supply **Switzerland County School Corporation** with a list of those employees and volunteers who are cleared to work with youth and parents of the **Switzerland County School Corporation** and **Switzerland County School Corporation** will, using its standard protocol, conduct criminal background checks on **Partner and Collaborator** organization employees and volunteers to support **SCSC 21st Community Learning Centers (21st CCLC) Out-Of-School Program**.

Switzerland County School Corporation
Applicant Name (LEA Applicant Organization)


Authorized Signature

8-12-20
Date



21ST CCLC

APPENDIX 3 – EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

Switzerland County School Corporation met with Center Square Amish School on August 3, 2020, in consultation for participation in a 21st CCLC initiative in Vevay, Indiana.

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

Suetta Bontrager
 Suetta Bontrager
 (Non-Public School Representative)
 Center Square Amish School

Signature

Fred Ross
 Fred Ross
 (Applicant Representative)
 Switzerland County School Corporation

Signature

Agenda for SCSC Consultation with Center Square Amish School
August 3, 2020

1. Overview of the 21st CCLC program mission and goals
2. Description of proposed services
 - a. 36-week afterschool programming
 - b. 4-week summer programming
 - c. STEAM focus
 - d. K-6 participants
 - e. Curriculum materials and activities – LitArt, Second Step Out-Of-School-Time, Playworks, Robotify, KidzMath, and KidzScience
 - f. Parent involvement activities and expectations
3. Times, locations, staff, etc.
 - a. Afterschool programs on-site at Jefferson-Craig Elementary School and Switzerland County Elementary School
 - b. 3:00 pm – 5:30 pm, Monday – Friday
 - c. Program activities delivered by Certified Teachers, Certified Art and Music Teachers, and YMCA enrichment staff
4. Assessments
 - a. ILEARN
 - b. Built-in assessments associated with specific curricula
 - c. Data to be used for tailoring tutoring and other academics
5. Size and scope of equitable services
 - a. All services to be provided at JCES or SCES
 - b. Reserved slots determined by relative enrollments, with additional slots made available on a first-come-first-served basis along with SCSC enrollments
 - c. Curriculum materials provided to all participants
 - d. Robotify participation available to students with an iPad, Chromebook, or similar device
 - e. Teachers welcome to participate in 21st CCLC training
 - f. Snacks included for all participants
 - g. Transportation to be the responsibility of Center Square Amish School parents or Amish Square School transportation services

1. **ABSTRACT** (2.5 POINTS, 2 PAGES MAXIMUM)

Switzerland County School Corporation (SCSC) proposes a project that will serve 120 students in Kindergarten through Grade 6. Sixty (60) participants will be included at each of the Corporation's two elementary schools: Jefferson-Craig Elementary School (JCES) with a total enrollment of 386, and Switzerland County Elementary School (SCES) with a total enrollment of 459.

The project will both expand and enhance the current 21st CCLC project, whose priority was Literacy. The new project continues to strive to improve reading and related skills, but STEAM is the priority. The new, enhanced, direction stresses hands-on activities encompassing Science, Technology, Engineering, Arts, and Math; Examples of programs and activities are included below. A summer program will be offered for the first time.

Students at each site achieve academically at levels below the State averages as measured by ILEARN assessments in English/Language Arts, Math, and Science. About one-third of the students are identified as "Below Proficiency" and 8% of JCES students and 18% of SCES students failed one or more classes during the 2019-2020 school year which resulted in a combined total of 228 classes. 21st CCLC addresses achievement gaps through evidenced based programs and activities such as *LitART*, *KidzMath*, *KidzScience*, *Makers Space*, coding and programming (*Robotify*), and more. Homework help, an activity highly endorsed by parent and student survey results, and targeted tutoring will provide additional personal and targeted attention. (Goal 1: Improve Academic Achievement)

Attendance rates meet or exceed State averages at both schools, but 49% of JCES students (190) were absent 6+ days, amounting to a total of 2,082 lost instructional days; at SCES 44% had 6 or more absences and missed a combined total of 2,439 days. Although most disciplinary issues involved rude or discourteous behavior or bus issues, 114 students were cited for things ranging from "annoys classmates" to "striking staff" or "striking students". The project addresses the need for social-emotional learning through the *Second Step Out-Of-School Time* and *Playworks* programs, both of which are evidence- and research-based in order to develop personal and social responsibility, improve school attendance, and reduce behavioral issues at school and at 21st CCLC. (Goal 2: Improve Social and Behavioral Outcomes)

The project recognizes the role of parents and the importance of their being involved in their students' learning. Since in-person parent training meetings may not be practical in upcoming months, the 21st CCLC plan includes child-family activities that may be done together at home. Among them will be provided by *Second Step Out-Of-School Time* and *Playworks*. Plans are also in place to have students to briefly demonstrate or

otherwise present some of their activities at PTA and/or School Board meetings; this has the dual advantage of honing participants' confidence while encouraging parents to attend and recognize the achievements of their children. (Goal 3: Increase Family Involvement)

The Switzerland County YMCA is the project's major collaborating partner. They will provide, through contractual agreement, enrichment staffing at each afterschool site and will also host a summer program at the YMCA. The summer component is another example of expanding the existing project: summer programming is not included in the existing project. Other collaborators include local law enforcement; SCSC's newly approved Digital Learning Community Advisory Grant with extensive professional development and learning through Maker Space curriculum; Purdue Extension Service and the Switzerland County Health Department for health and wellness enrichment; the Switzerland County Public Library; personnel from the Indiana Department of Natural Resources; and potential monetary support from The Community Foundation of Switzerland County and Vevay-Switzerland County Foundation, Inc.

The project expects outcomes such as meeting academic proficiency; development of interests in careers, and skills of technology and engineering; use of creativity personal enjoyment and as a learning tool; evidence of positive interactions and relationships among students, faculty, and parents; and parents who are interested collaborators in learning. Comprehensive professional development will facilitate the accomplishment of these and other project outcomes.

The Diehl Consulting Group will conduct the external evaluation of the project to document progress toward meeting objectives and their respective performance measures. Their services will include data and survey (students, parents, and staff) compilation and analysis, periodic consultations with 21st CCLC staff including site visits as scheduled, and interim and final evaluation reports.

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

1. Minimum Criteria:

The two target schools are Jefferson-Craig Elementary School and Switzerland County Elementary School, both of which exceed the 21st CCLC program's minimum criteria:

- Both have documented their students' significant poverty by qualifying for the 100% Free and Reduced Lunch rate as approved by the Indiana Department of Education under the Community Eligibility Provision, and
- Switzerland County Elementary School carries a "D" state rating.

2. Origin of Partnership:

Switzerland County School Corporation and the Switzerland County YMCA have collaborated over a period of several years. Their close working relationship is evidenced by their partnership in two 21st CCLC programs, most recently in a project serving Jefferson-Craig Elementary School and Switzerland County Elementary School. An earlier 21st CCLC partnership, initiated in 2010, involved Switzerland County Middle School.

3. Priority Area:

Science, Technology, Engineering, Arts, and Mathematics (STEAM) is the project's priority area. The selection of STEAM was, among others, based on the following considerations:

- Student interests in all things "high tech,"
- Parent survey responses,
- Input from the community regarding the need to engage students in college and career readiness skills to support ongoing community development,
- Lagging academic achievement in math and science, particularly among lower achieving, high-poverty students,
- Poverty and rurality limiting children's exposure to, or participation in, enrichment activities such as music, drama, and visual arts that have been demonstrated to support academic growth and interest in learning, and
- Hands-on learning, problem-solving, team-building, leadership, and self-confidence opportunities inherent in learning STEAM skills and competencies.

The program is chock-full of STEAM skills and experiences and every program day includes one or more aspects of the STEAM Priority Area:

- Evidence-based science curricula (*KidzScience*) and related activities including *NASA*, *Makers Space*, and collaboration with staff at the Indiana Department of Natural Resources address the address the Science component;

- Technology and Engineering skills are targeted in the learning of coding and programming through engaging virtual, game-application experiences of *Robotify*; *Makers Space* features project-based learning.
- Arts are integral to the research- and evidence-based *LitART* literacy curriculum, and further enrichment is provided by Certified Music and Art teachers and the services of volunteers through the Community Arts Center; and
- *KidzMath* and *VersaTiles Math* are two evidence-based curricula proven to increase math competencies and achievement, develop student confidence in their Math capabilities, and create enthusiasm for the subject.

3. PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

Switzerland County School Corporation (SCSC) is eligible for priority points based on the information provided on the Fiscal Year 2019 REAP Master Cohort Spreadsheet accessed at <https://www2.ed.gov/programs/reapsrsa/eligibility.html>. According to that spreadsheet, SCSC qualifies as Rural and Low Income because SCSC

- Is “Defined as Rural by State (SRSA and RLIS)” – Column S;
- Has a Locale Code of 42 (RLIS Rural) – Column W; and
- “Met RLIS Low Income Criteria – Column Y

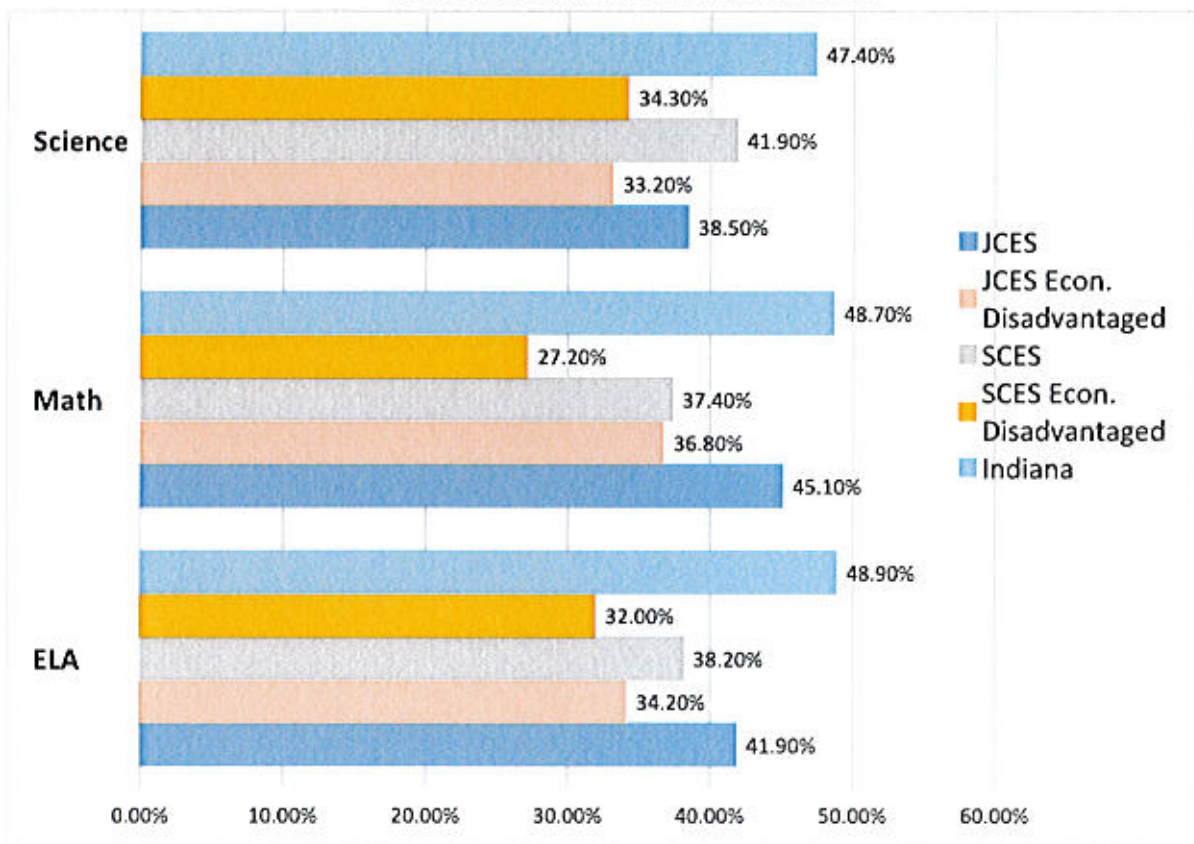
4. NEED FOR PROJECT 10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence:

o Student Achievement Data

According to 2019 ILEARN outcomes, students at Jefferson-Craig Elementary School (JCES) and Switzerland County Elementary School (SCES) achieve at significantly lower levels than do their statewide peers. Comparative data in the chart below are reported at <https://inview.doe.in.gov/schools/1077757985/proficiency>.

**Achievement Gaps in English/Language Arts (ELA), Math, and Science
Achievement on ILEARN Assessments**



The number of students who, according to the above website, are at the lowest level (“Below Proficiency”) are particularly telling. These are students who fail to demonstrate achievement of grade-level standards and expectations measured by ILEARN, important because they represent one of the criteria for 21st CCLC student recruitment. The respective percentages, by school, are shown in Table 4.1.

Subject Area	Jefferson-Craig Elementary School (JCES)	Switzerland County Elementary School (SCES)
<i>English/Language Arts</i>	31.0%	33.3%
<i>Math</i>	27.1%	35.8%
<i>Science</i>	33.9%	34.2%

Each school has a group of students who failed one or more classes in School Year 2019-2020. At JCES, 30 students (8%) were in that situation, collectively failing 65 classes. At SCES, 81 students (18%) failed a combined total of 228 classes. Again, this is one of the criteria for 21st CCLC targeted recruitment.

- Student Demographic Data

JCES and SCES student populations reflect local demographics and are relatively homogeneous. Neither Asians, Native Americans nor Hawaiian/Pacific Islanders are represented at either school. Data from Table 4.2 are reported at <https://inview.doe.in.gov/schools/1077757994/population>.

Indicator	Jefferson-Craig Elementary School (JCES)	Switzerland County Elementary School (SCES)
<i>Total Enrollment</i>	386	459
<i>Black/African American</i>	0.8%	1.1%
<i>Hispanic</i>	2.6%	1.5%
<i>Multiracial</i>	2.3%	2.0%
<i>White</i>	94.3%	95.4%
<i>English Learners</i>	%	0.4%
<i>Students with Disabilities</i>	22.8%	22.7%
<i>Economically Disadvantaged</i>	52.6%	56.6%
<i>Free Lunch Participants under the Community Eligibility Provision</i>	100%	100%

-

○ Student Behavioral Data

School attendance is good at both schools: Both have greater percentages of “Model Attendees” than the State, and lower percentages of Chronic Absenteeism. Nevertheless, many students have attendance issues but are absent fewer than 10 days so they are not considered “chronically absent.” For example,

- 190 of Jefferson-Craig Elementary School’s 386 students (49%) missed 6 or more days each, amounting to a total of 2,082 lost instructional days; and
- At Switzerland County Elementary, 44% (200 of the school’s 459 students) had 6 or more absences and missed a combined total of 2,439 days. This puts them at risk of not being as successful as they could be.

Behavior problems disruptive enough to be documented as disciplinary offenses range from “annoys classmates” (total of 6) to potentially dangerous bus offenses such as not remaining seated or not obeying the bus driver (total of 53). Other examples are listed below and, taken together, justify the project’s use of two social-emotional learning programs.

Offense	Jefferson-Craig Elementary School (JCES)	Switzerland County Elementary School (SCES)
<i>Rude/Discourteous</i>	13	77
<i>Lack of Cooperation</i>	2	20
<i>Fighting</i>	--	16
<i>Sexual Harrassment</i>	4	--
<i>Threats</i>	3	9
<i>Unexcusable Behavior</i>	2	10
<i>Inappropriate Computer Use</i>	1	--
<i>Inappropriate iPad or Chromebook Use</i>	4	--
<i>Insubordination</i>	5	--
<i>Striking Staff</i>	6	5
<i>Striking Another Student</i>	3	19
Total Disciplinary Offenses	82	224
Number of Students Involved	37	77

2. Current Programming:

Switzerland County School Corporation (SCSC) operates a 21st CCLC program at its two elementary schools: Jefferson-Craig Elementary School (JCES) and Switzerland County Elementary School (SCES). Grant funding is due to expire at the end of the 2020-2021 school year. The Switzerland County YMCA offers a fee-based afterschool program and, in the past, has operated a summer program supported in part by a local foundation. No other after-school or summer services are available other than daycare centers. The community doesn't have any no-cost recreational opportunities either; any activity such as softball charges a fee for annual participation.

3. Enhance or Expand:

Switzerland County School Corporation proposes a 21st CCLC project that will both enhance and expand, even though the school sites and grade levels will remain the same. The need to expand is based on increases in regularly-attending students (RAPS) and the high number of parents (200+) who responded to SCSC that they are interested in enrolling their student for the upcoming school year.

In 2016, SCSC appropriately identified Literacy as the Priority Area. The project has been successful in meeting the targeted objectives, but parents and students have determined that high-paying jobs are often technology or engineering related. Students, aside from career planning, are fascinated by the possibility of coding and robotics. Therefore, to meet these additional needs, SCSC proposes to enhance the program through science, technology, art, engineering and math (STEAM).

A summer program is proposed for the first time. It will expand the program by adding 4 weeks of programming, and it will enhance the program because of its being housed and hosted by the Switzerland County YMCA. Many 21st CCLC participants have never visited a YMCA so that will be a new experience in itself. In addition, the YMCA has a swimming pool and the program plans to add that to the typical menu of options.

4. Identified Needs:

The first step was to gather data and documentation including ILEARN findings, attendance and disciplinary information, parent and student survey results, and 2019-2020 School Improvement Plans. SCSC personnel, most of whom are lifelong residents of the County, provided a list of community organizations and local resources known to be available to elementary grade students. Follow-up contacts were made to get more information on local needs, and staff either telephoned or visited agencies and organizations who might be interested in collaborating in the project. Excellent feedback was received from those entities and they ultimately agreed to collaborate; as required, MOUs are included in the application.

SCSC readily identified the current project partner Switzerland County YMCA as an important resource as the project strives to move forward. On-site meetings were conducted with Eric Cole, the YMCA Director; identified collaborators were invited to join subsequent discussions, particularly with respect to the enhanced services SCSC had in mind. SCSC Federal Programs Director Fred Ross met with the Center Square Amish School to discuss the program, but they declined to participate.

Project planners referred to the Fall 2019 process Evaluations prepared by Sam Crecelius of the Diehl Consulting Group to identify perceptions of project effectiveness because the limited responses to the spring surveys were likely to present questionable conclusions. The evaluation scale measures the five domains of afterschool quality: Environment and Climate; Relationships; Youth Participation and Engagement; School Day and Afterschool Linkages; and Parent, Family, Community Partnerships through a Quality Rating Scale (QRS) developed by Diehl Consulting Group.

Table 4.4: Highlights and Selected Examples from Jefferson-Craig Elementary School (JCES) and Switzerland County Elementary School (SCES)

Indicator	Percentage of Respondents "Agreeing or Strongly Agreeing"					
	Students		Parents		Staff	
	JCES	SCES	JCES	SCES	JCES	SCES
Satisfaction	72%	91%	100%	100%	100%	100%
'Overall, I am happy with the program'			100%	100%	100%	100%
'I am happy with the program'	72%	91%				
Environment	84%	81%	100%	97%	100%	89%
'My child feels welcome in the program'			100%	100%		
Relationships	78%	74%	97%	98%	100%	78%
'Staff treat me with respect'	92%	97%				
Engagement	65%	80%	86%	85%	72%	67%
'The activities are fun and engaging for my child'			89%	82%		
'Afterschool is fun'	72%	84%				
Linkages	76%	83%	92%	82%	79%	58%
'The program helps me apply what I learn in school' (Item 13 for parents)	74%	78%	89%	78%		
'The afterschool program activities complement the school-day curriculum'			89%	82%	83%	67%
Partnerships	--	--	82%	61%	--	--
'Parents feel welcome in the program'			100%	82%		

Respondents had the opportunity to comment after completing the survey. A few examples are included below.

Jefferson-Craig Elementary School:

What do you like most about the program?

Students:

- We do homework before we get home
- The people and crafts, reading, and homework
- That I get to make new friends

Parents:

- So helpful for parental schedule that doesn't line up with school. I trust who my children are with and someone is helping with homework
- My kids get help with subjects I cannot help them with
- My kids like it

Staff:

- I love the children the most some can be terrible, but at the end of the day they are my favorite part

What can we do to make the program better?

Students:

- Better snacks
- Let 6th graders pick out the craft

Parents:

- Communicate more about the child's day

Staff:

- More parent and student feedback
- Better prepared activities with enough materials for all students (this is getting better)

Switzerland County Elementary School

What do you like most about the program?

Students:

- Being able to get my homework done and the teacher helping get done [sic]
- We get to play outside

Parents:

- Helps the kids get their homework done before we get off work otherwise, we would be 9 or 10 o'clock before we get homework and baths done
- Having transportation home for the students

Staff:

- I love that it gives students the opportunity to complete homework with help and that I can identify areas where students need improvement and provide enrichment and extra resources to help them
- Helping children understand curriculum and connect with program workers to build a bond and trust

What can we do to make the program better?

Students:

- Maybe give us more of a word on what we do/more decisions
- By telling people to get along

Parents:

- Honestly, I feel like more free time for the kids to play would be beneficial. A learning enrichment activity is okay, but kids need to play and be kids
- It would be great if more teachers got involved
- Make sure the reading is done and log filled out as part of homework time

Staff:

- Get everyone on the same page listen to those staff who work with the children every day.
- Visit our rooms and see how we do it!

5. PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration:

Switzerland County School Corporation (SCSC) has long-standing working relationships with agencies and organizations throughout the community. Their collaboration with SCSC's 21st CCLC program involves *in-kind contributions*:

- SCSC, as applicant and fiscal agent, will provide oversight for project operations such as staffing and hiring, financial management, safety monitoring, telephone and internet services, provision and delivery of snacks and summer lunches (including through the USDA National School Lunch Program and the summer feeding program), coordination of bus transportation, shared professional development with 21st CCLC staff and community organizations (as appropriate), confidentiality, monitoring of timeliness of financial and other required reports, and collaboration with the external evaluator.
- Jefferson-Craig Elementary School (JCES) and Switzerland County Elementary School (SCES) will share professional development and faculty meetings with project staff, share information about school-wide events for collaborative opportunities, ensure communication between school-day teaches and 21st CCLC staff, provide access to data for project evaluation and progress monitoring with provisions for maintaining confidentiality, designate classroom and other available spaces for project use, maintain the safety and accessibility of the school sites, serve on the Project Management Team, and assist in publicizing the 21st CLC program.
- Switzerland County YMCA will, under contractual agreement, provide after-school staffing at JCES and SCES with emphasis on enrichment activities including recreation and crafts, host a 4-week summer program at the YMCA, collaborate with SCSC and 21st CCLC staff on summer programming including field trips and transportation, follow IAN Top Ten Standards on Safety, Health and Nutrition as they pertain to the program, maintain time logs of staff hours, maintain logs of student participation in various activities, provide 21st CCLC staff attendance at required at shared professional development activities and attendance at on-site training and conferences that may be required by IDOE, document activities and outcomes related to project evaluation with provisions for confidentiality as appropriate, maintain fiscal records as they pertain to the 21st CCLC contractual agreement, and serve on the Project Management Team.
- The Vevay Police Department and the Switzerland County Sheriff's Office will use enforcement staff and SRO to provide law enforcement presence at project sites, address safety and personal responsibility through on-site visits, and emphasize fostering respect for law enforcement and community safety and wellbeing.
- The Digital Learning Community Advisory Grant will provide significant professional development that will include 21st CCLC personnel on the use of Makers Space technology, the benefits of a train-the-trainer model to implement project-based

learning in the 21st CCLC programs, facilitate use of Makers Space technology, and provide cost reduction for equipment and curriculum offered through 1st Makers Space.

- Purdue Extension Service will collaborate in planning after-school activities appropriate to their ages, needs, and interests; provide on-site (tentatively to be conducted monthly over a 6-month period) enrichment in topics such as gardening and/or healthy lifestyles, and documentation of services and participants as may be needed for project reporting or evaluation.
- The Switzerland County Public Library will collaborate to plan age- and grade-appropriate activities including an estimated seven (7) “book talks” or reading/craft activities at the two project sites, sharing information about library activities such as weekly story times and Summer Reading Programs for children and adults, collaboration to identify books by featured authors or timely topics, and strive to foster love of reading among children, families and the greater community.
- Matthew Hicks, Conservation Officer with the Indiana Department of Natural Resources (IDNR), will help plan instructional and enrichment activities in support of the project’s STEAM focus, guidance on the use of IDNR’s “For Kids” online activity sources, share information about training opportunities that may be open to 21st CCLC staff or other collaborators, and provide an estimated two (2) annual visits to the two project sites for age- and grade-appropriate hands-on activities.

The Community Foundation of Switzerland County and the Vevay-Switzerland County Foundation, Inc. offer invitations to make requests to their Boards for supplementary funding, particularly for refreshments, student incentives and other areas either not allowed by the 21st CCLC program or needed to enhance the efficacy of the project. Both entities also agree to provide input into program areas they consider to be most useful to the local community. Theirs would be *cash contributions*.

Diehl Consulting Group will, through contractual agreement, provide external evaluation services including data and survey compilation, analysis, technical assistance regarding evaluation questions, and interim and final evaluation reports.

Each of the above collaborators has provided a Memorandum of Understanding (MOU). Before any contact with students, teachers, or parents, each staff member or volunteer must be cleared through a background check conducted by SCSC as confirmed by the Fingerprinting Form that follows the MOUs.

2. Identifying Partners:

Early in the planning process, SCSC and school personnel had a brainstorming session during which they considered the goals of 21st CCLC, student needs, and currently available resources. Group members proceeded to compile a list of suggestions and identify individuals most appropriate to make initial contact with the agencies and organizations that had been identified. Those contacts involved sharing the highlights of the proposed project and discussion of how the project and the organization might best work together. From there, specific contributions were identified and reviewed with the potential collaborator. Representatives from the organizations were invited to visit the Central Office for additional information or comments, but COVID-19 concerns limited the interest in that option.

Ultimately, partnership with JCES and SCES will help meet project's needs through help with identification of students meeting the project's target criteria in support of recruiting children in most need of services. Maintaining safe and accessible facilities will help meet safety standards and, importantly, the collaboration between school-day and 21st CCLC staff for professional development and communication regarding individual students' homework and other needs will ensure that project time is used effectively for each participating student. Law enforcement collaborators will ensure safety of staff, participants, parents, and project visitors.

The YMCA's contributions center on recreation and enrichment focusing on physical activity, teamwork, and creativity to support academics and social-emotional learning. Collaboration with the Digital Learning and Community Advisory Grant and Indiana Department of Natural Resources staff will provide strong and engaging supports to the STEM priority.

Contributions of input, shared professional development, and on-site activities for health, nutrition, and disease prevention provided by Purdue Extension and the Switzerland County Health Department will promote health and wellness and also contribute to science learning and development of social-emotional learning.

Local foundations provide a sort of safety net for funding refreshments for parent training, student incentives, and other needs beyond the scope or limits of the 21st CCLC.

3. Volunteers:

Recruiting volunteers will be a stronger option as the project becomes more successful, involves more innovation, and gets additional publicity throughout the community. As each partner begins planning their contributions, they will be asked to suggest individuals who may be interested in participating. Each possibility will be contacted and invited to visit the project sites, meet with 21st CCLC Project Director, Site Coordinators, teachers, and/or students. The Project Director will then follow up with each individual for further discussion and the possibility of getting them started.

6. PROGAM DESIGN (15 POINTS; 10 PAGES MAXIMUM)

1. Recruitment Criteria:

Selection of Grade Levels and Schools. The project will serve educationally disadvantaged students and their families who are in greatest need of academic and behavioral intervention. Recognizing the need to establish a solid foundation in early grades, Switzerland County School Corporation (SCSC) will serve students in Grades K-6 at the two elementary schools. Both are Title I schools; Switzerland County Elementary School, the most rural in the District, has a D rating and carries the TSI designation from IDOE.

Criteria for Recruitment. Program criteria include one or more of the following:

- Scoring below proficiency in ELA, Math or Science on the most recent ILEARN assessment,
- Eligibility for free or reduced-price lunch,
- Ten (10) or more absences in the current or prior school year,
- School disciplinary issues, and/or
- Referral from school principal or community agency.

Priority will be given to the following factors:

- 1) Students who have failed one or more classes,
- 2) Those who have been referred to the program because of family or sexual abuse, homelessness, or other trauma such as death of a family member, and
- 3) Students who meet multiple eligibility criteria.

Processes for Recruitment. Guidance counselors and other school personnel will work with 21st CCLC to review report card grades, ILEARN results, attendance and absenteeism, and disciplinary data to identify students who meet the program criteria and priorities. Community agencies will be encouraged to refer students for follow-up by staff. Flyers will be distributed at school and community locations, information will be posted at <https://www.switzerland.k12.in.us/>, and public service announcements will be aired on Vevay's "Froggy 95.9" FM radio as well as Madison's WORX 96.7 FM and WIKI 95.3.

While information is publicized throughout the communities, the Project Director and Site Coordinators will contact the student at school and staff will personally invite participation via letter and/or phone call to the parent(s). Home visits will be conducted if the need arises. Staff will then review project goals, activities and schedules, transportation, policies, and expectations with student and parent and then welcome them to 21st CCLC. When registering a student, the parent will be given a map with bus drop-off points and agree to personally meet the bus at the scheduled time; other individuals authorized to pick up a student at the drop-off point or from a 21st CCLC site must be provided in writing along with contact information. Parents will also give permission for the school to share attendance, test results, disciplinary records, report cards and other information necessary for project evaluation purposes. All information, whether for targeting assistance to the student or for evaluation will be kept secure and shredded when it is no longer needed. Family services will be limited to adults who are affiliated with a fully participating 21st CCLC student.

2. Community Data:

Switzerland County is highly rural, a factor that impacts employment, travel time to

work, income, education, health, internet access and more. Switzerland County's population density of 48.1 per square mile is only 26.6% of Indiana's rate of 181. Table 6.1 compares data from Switzerland County and Indiana, where applicable. The County's largest towns are Vevay, with 1,648 residents, followed by Patriot with 209 residents.

Table 6.1: Switzerland County Community Data (www.census.gov)

Demographic	Switzerland County	State of Indiana
Population ¹	10,751	
Per Capita Income ²	\$23,347	\$28,461
Persons below the Poverty Line ²	20.1%	14.1%
Children (persons < age 18) below Poverty Line ²	30.0%	20.0%
High School Graduate, or Higher age 25+ ²	83.1%	88.6%
Persons age 25+ <i>without high school diploma or equivalent</i>	16.9%	11.4%
Adult health literacy – basic or below ³	34%	
Households with a broadband Internet subscription	68.1%	77.6%
In civilian workforce, total percent of population 16 years+ ²	55.8%	63.8%
Mean travel time to work (minutes), workers age 16 years+ ²	40.1	23.6

¹ Population estimates, July 1, 2019

² 2014-2018

³ www.healthliteracymaplunc.edu/#

The 2003 (most recent) National Center for Education Statistics estimated that 10% of Switzerland County's population lacked basic prose literacy skills compared to 8% for the state of Indiana (<https://nces.ed.gov/naal/estimates/StateEstimates.aspx>). The 16.9% of adults who have not completed high school is another indicator of adult literacy and numeracy, both of which are commonly accepted as related to health outcomes.

3. Parental Involvement:

Parent involvement initiatives include a range of opportunities. Parents will be encouraged to be actively involved at school by signing homework assignments that are required by several school-day teachers or otherwise follow up daily with the work and its completion. To date, as reported in prior year evaluation results, parents have been doing their part even though many are not well prepared to personally help with homework. Project staff will use the monthly family newsletter to share information about school-sponsored events and 21st CCLC will collaborate specifically with each school to participate in their Family Nights.

SCSC's project proposes a creative approach to involving parents by having a group of students from each site prepare a short (< 10-minute) presentation or demonstration for the Board of Education and the PTA twice annually. This multi-purpose activity will showcase the

project to the Board and PTA meeting attendees, will develop planning and presentation skills on the part of students, and will be nearly certain to bring parents to the Board and PTA meetings!

Also included are activities to be shared with learners at home. Among these are *Second Step Out-Of-School Time* family activities and *Playworks'* "Play at Home" games to foster social-emotional learning and physical activity.

4. Snack and/or Meals:

Snacks meeting USDA and the IDOE Office of School and Community Nutrition approval will be served daily to all student participants. SCSC's Food Service Manager will plan and prepare the snacks, which will be distributed to the sites by food service staff or the Site Coordinators for afterschool. Reimbursement rates will follow USDA guidelines.

For the summer component, SCSC's Food Service Manager and the YMCA will collaborate to provide the snacks for summer participants. Reimbursement rates will follow USDA guidelines. Students will walk to nearby Jefferson-Craig Elementary School for lunch funded through Switzerland County School District's Summer Feeding Program. This has an added benefit in that students from the two diverse school sites will have an opportunity to get to know each other and will have friendships to help them transition to middle school.

5. Weekly Schedule:

The afterschool program will meet 3 hours daily, 5 days per week, for 36 weeks resulting in 12.5 project hours weekly at each site and an annual total of 180 days and 2,250 contact hours. No before-school activities are proposed. The summer schedule provides a 4-hour session Monday – Friday for 4 weeks resulting in an additional 80 hours of programming. The tables below show tentative daily and weekly schedules for the two sites, each featuring a daily STEAM "theme:" Science (Monday), Technology (Tuesday), Engineering (Wednesday), Arts/Music (Thursday) and Math (Friday).

Time	Monday (Science)	Tuesday (Technology)	Wednesday (Engineering)	Thursday (Arts/Music)	Friday (Math)
3:00	Greeting and Snack				
3:15	Mindfulness	Yoga	"Think Outside the Box"	Yoga	Mindfulness
3:30	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)
	<i>KidzScience</i> (4-6)	<i>Makers Space</i> (4-6)	<i>Robotify</i> (4-6)	Arts (4-6)	<i>KidzMath</i> , <i>VersaTiles</i> <i>Math</i> (4-6)

4:10	Water, Restroom Break				
4:20	Tutoring, Homework, <i>LitART</i> (4-6)	Tutoring, Homework, <i>LitART</i> (4-6)	Tutoring, Homework, <i>LitART</i> (4-6)	Tutoring, Homework, <i>LitART</i> (4-6)	Tutoring, Homework, <i>LitART</i> (4-6)
	<i>NASA Ignite!</i> (K-3)	<i>Makers Space</i> (K-3)	<i>Robotify</i> (K-3)	Arts (K-3)	<i>KidzMath</i> , <i>VersaTiles Math</i> (K-3)
5:00	<i>Playworks</i> active play/ SEL (4-6)	<i>2nd Step Out-Of-School Time</i> (K-3)	<i>Playworks</i> (4-6)	Community activity, e.g., library, law enforcement, shared reading	<i>Playworks</i> (4-6)
	<i>2nd Step Out-Of-School Time</i> (K-3)	<i>Playworks</i> active play/ SEL (4-6)	<i>2nd Step Out-Of-School Time</i> (K-3)	<i>Playworks</i> active play/ SEL (4-6)	<u>Student Choice</u> : <i>VersaTiles</i> , Coding Bunnies, reading, board games (K-6)
5:20	Sharing Time				
5:30	Dismissal to busses or, with documented permission, to parent or designee				

A similar schedule is planned for Switzerland County Elementary School. The weekly plan is included in Table

Table 6.2: Tentative Weekly Schedule – Switzerland County Elementary School

Time	Monday (Science)	Tuesday (Technology)	Wednesday (Engineering)	Thursday (Arts/Music)	Friday (Math)
3:00	Greeting and Snack				
3:15	Mindfulness	Yoga	“Think Outside the Box”	Yoga	Mindfulness
3:30	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)	Tutoring, Homework, <i>LitART</i> (K-3)
	<i>KidzScience</i> (4-6)	<i>Makers Space</i> (4-6)	<i>Robotify</i> (4-6)	Music (4-6)	<i>KidzMath</i> , <i>VersaTiles Math</i> (4-6)
4:10	Water, Restroom Break				
4:20	Tutoring,	Tutoring,	Tutoring,	Tutoring,	Tutoring,

	Homework, <i>LitART (4-6)</i>	Homework, <i>LitART (4-6)</i>	Homework, <i>LitART (4-6)</i>	Homework, <i>LitART (4-6)</i>	Homework, <i>LitART (4-6)</i>
	<i>NASA Ignite! (K-3)</i>	<i>Makers Space (K-3)</i>	<i>Robotify (K-3)</i>	Music (K-3)	<i>KidzMath, VersaTiles Math (K-3)</i>
5:00	<i>Playworks active play/ SEL (4-6)</i>	<i>2nd Step Out-Of-School Time (K-3)</i>	<i>Playworks (4-6)</i>	Community activity, e.g., library, law enforcement, shared reading	<i>Playworks (4-6)</i>
	<i>2nd Step Out-Of-School Time (K-3)</i>	<i>Playworks active play/ SEL (4-6)</i>	<i>2nd Step Out-Of-School Time (K-3)</i>	<i>Playworks active play/ SEL (4-6)</i>	<u>Student Choice:</u> <i>VersaTiles, Coding Bunnies, reading, board games (K-6)</i>
5:20	Sharing Time				
5:30	Dismissal to busses or, with documented permission, to parent or designee				

Table 6.3: Tentative Summer Schedule – Switzerland County YMCA

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 a.m.	Greeting and Check-in				
10:10 a.m.	Mindfulness	Yoga	Think Outside the Box	Yoga	Field Trip to State Park
10:25 a.m.	<i>LitART (K-3)</i>	Swimming (K-3)	<i>KidzMath (K-3)</i>	<i>NASA Ignite! (K-3)</i>	
	<i>2nd Step Out-Of-School Time (4-6)</i>	<i>LitART (4-6)</i>	Swimming (4-6)	<i>KidzMath (4-6)</i>	
10:45 a.m.	Water, Restroom Break				
10:55 a.m.	Lunch at Jefferson-Craig Elementary School (including short round-trip walk)				
11:45 a.m.	<i>NASA Ignite! (K-3)</i>	<i>KidzMath (K-3)</i>	<i>Music/ rhythm activity (K-3)</i>	STEM hands-on activity (K-3)	
	<i>Robotify (4-6)</i>	<i>Playworks or alternate</i>	<i>LitART (4-6)</i>	<i>Playworks or other</i>	

	physical activity (4-6)		active play (4-6)	
12:15 p.m.	Water, Restroom Break			
12:25 p.m.	Out-Of School Time (K-3)	LitART (K-3)	Robotify (K-3)	Music/ rhythm activity (K-3)
12:50 p.m.	Drama, storytelling, role-playing (4-6)	Drama, storytelling, role-playing (4-6)	2 nd Step Out-Of-School Time (4-6)	Robotify (4-6)
1:20 p.m.	Arts/craft activity (K-3)	STEM hands -on activity (K-3)	Team play, e.g., volleyball or kickball (K-3)	Drama, storytelling, role-playing (K-3)
	Playworks or other active play (4-6)	2 nd Step Out-Of-School Time (4-6)	Music/ rhythm activity (4-6)	Team play, e.g., volleyball or kickball (4-6)
1:50 p.m.	Sharing and Wrap-up			
2:00 p.m.	Dismissal to busses or, with documented permission, to parent or designee			

6. Alignment to Standards:

SCSC's program plan is fully aligned with Indiana Academic Standards and Indiana Afterschool Standards. Several of the programs or activities are also aligned with standards from other organizations such as the National Council for Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), and the Computer Science Teachers Association (CSTA). Several examples are shown below.

Program or Activity	Indiana Academic Standards (examples)	Indiana Afterschool Standards (examples)	Other, if applicable
LitART	<p>4.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension</p> <p>4.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others'</p>	<p>PROGRAMMING AND ACTIVITIES 18c: Materials are developmentally appropriate for the age range of the children in the program (books with reading levels for all ability levels in the program)</p> <p>HUMAN RELATIONSHIPS</p>	International Reading Association

	ideas and expressing personal ideas clearly	4d: Staff help children/youth use language skills through frequent conversations	
KidzMath	PS 1: Make sense of problems and persevere in solving them: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution . . . They understand the approaches of others to solving complex problems and identify correspondences between different approaches. . . 1.CA.5: Create, extend, and give an appropriate rule for number patterns using addition within 100	HUMAN RELATIONSHIPS 4b: Staff share skills and resources to help children/youth gain information and solve problems (Staff utilize step by step processes with, when possible, visual organizers when beginning new activities; staff encourage children/youth to use a similar step by step process to solve complex problems)	National Council of Teachers of Mathematics
VersaTiles Math	PS.4: Model with Mathematics: Mathematically proficient students . . . create and use a variety of representations to solve problems and to organize and communicate mathematical ideas . . .	STANDARD 4: Staff interact with all children and youth to help them learn; 4a: Staff ask questions that encourage children/youth to think for themselves	N/A
KidzScience	SEPS.3 Constructing and performing investigations: Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually . . . Constructing investigations systematically encompasses identified variables and parameters generating quality data 2.LS.1: Determine patterns	See above: HUMAN RELATIONSHIPS 4b and 4d <u>Indiana Afterschool Specialty Standards (STEM):</u> PROGRAM FOCUS Standard 5a.: Activities are fun, hands-on, active, and experiential (e.g., Activities require children/youth to interact with and use	Next Generation Science Standards

<p><i>Robotify</i></p>	<p>and behavior (adaptations) of parents and offspring which help offspring to survive</p> <p>SEPS.1 Posing Questions (for science) and defining problems (for engineering): . . . Engineering questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.</p>	<p>manipulatives or other tangible materials that might be novel to them)</p> <p>See above: HUMAN RELATIONSHIPS 4b and 4d</p> <p><u>Indiana Afterschool Specialty Standards (STEM):</u> PROGRAM CULTURE AND ENVIRONMENT STANDARD 1a.: The STEM program encourages youth to discover, explore, experiment, and take learning task risks (e.g., Activities require problem solving and/or critical thinking)</p>	<p>Computer Science Association</p>
<p><i>Playworks</i></p>	<p>K.4.5.A: Follows teacher directions for safe participation and proper use of equipment with minimal reminders</p> <p>3.2.3.A: Combines movement concepts (direction levels, force, time) with skills as directed by the teacher</p> <p>5.4.1.A: Engages in physical activity with responsible interpersonal behavior (such as peer to peer, student to teacher, student to referee)</p>	<p>PROGRAMMING AND ACTIVITIES 16a: There are regular opportunities for active, physical play</p>	<p>N/A</p>
<p><i>Art Enrichment Activities</i></p>	<p>VA:Cr2.a.2a: Experiment with various materials and tools to explore personal interests in a work of art or design</p> <p>VA:Pr6.1.5a: Assess, explain,</p>	<p>PROGRAMMING AND ACTIVITIES 16b: There are regular opportunities for creative arts and dramatic play</p>	<p>N/A</p>

	and provide evidence or how museums or other venues reflect history and values of a community		
Music Enrichment Activities	K-2 (Cn.1.2.1): Explore how music is used for a variety of purposes and occasions and discuss personal preference for different musical worksK-2 (P.7.2.2): Sing simple songs with expressive qualities, varied tonalities, and meters	PROGRAMMING AND ACTIVITIES 16b: There are regular opportunities for creative arts and dramatic play (includes musical instruments among materials)	N/A
Field Trips and Guests to the Program	N/A	ADMINISTRATION STANDARD 38c: The staff plan activities to enrich children's/youth's experiences and knowledge of the larger community (outings or trips are regularly planned; staff incorporate an activity or activities to help prepare for the outing or trip and afterwards do a follow up activity; Guests to the program are from diverse backgrounds and professions/occupations in the community)	N/A
Second Step Out-Of-School Time	N/A	HUMAN RELATIONSHIPS 1c: Staff respond to children/youth with acceptance and appreciation HUMAN RELATIONSHIPS 13d: Staff help children/youth make informed and responsible choices HUMAN RELATIONSHIPS 5c: Staff use positive	N/A

Homework Assistance	N/A	behavior management methods PROGRAMMING AND ACTIVITIES 16d: There are regular opportunities for academic enrichment activities that promote basic skills and higher-level thinking (structured time for homework help and/or academic assistance is a part of the daily schedule)	N/A
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7. Staff Recruitment and Retention:

SCSC policy states that “Switzerland County School Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, sex, handicapping conditions or national origin, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity” (www.switzerland.k12.in.us/). 21st CCLC job openings will be posted on the SCSC website with ample notice for response. Applicants meeting minimum qualifications included under Job Openings on the website will be invited to interview; the project will seek to interview at least three qualified applicants. In keeping with SCSC’s non-discrimination policy, 21st CCLC will strive to recruit culturally, linguistically, and racially diverse individuals. In any case, a new employee will participate in a full gamut of training including, but not limited to, mission and goals of 21st CCLC, safety measures and procedures, and all scheduled professional development activities.

Switzerland County is a high-poverty, low-income community. Although the hourly wages presented in Table 6.5 are extremely modest, they are in line with the area. They are also consistent with similar SCSC positions in other programs.

Table 6.5: Staff Positions and Associated Wage Rate

Staff Position	Hourly Wage
Program Director (Non-Certified)	\$25 per hour
Site Coordinators (Non-Certified)	\$15 per hour
Program Teachers, Academic, Music, and Art (Certified)	\$30 per hour
Instructional Assistants (Non-Certified)	\$10 per hour
Bus Drivers (Licensed, Non-Certified)	N/A – Payment by route
Bus Assistant (Non-Certified)	\$10 per hour

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

Switzerland County School Corporation (SCSC) is beginning Year 4 of an existing 21st CCLC project serving similar grade levels at the same school sites. SCSC is pleased to report positive outcomes. Data shown below are as reported in Executive Summaries by Diehl Consulting Group, providers of the external evaluation.

- o Successful Student and Recruitment and Retention Efforts, as per 21st CCLC Local Evaluation Executive Summary Data

SCSC has been highly successful in attracting and retaining 21st CCLC participants. The Executive Summary for School Year 2019-2020 reported the number of RAPs for each project year and the annual targets. As per the Executive Summaries, school-year program attendance has exceeded the proposed RAP’s every project year. At Jefferson-Craig Elementary School (JCES), RAPs are reported as 68 students attending 60+ days in 2017-2018 and 55 in 2018-2019; 66 students attended 30+ days in 2019-2020. At Switzerland County Elementary School (SCES), 51 students attended 60+ days in 2017-2018; 50 students in 2018-2019; and 71 attended 30+ days in 2019-2020. The results exceeded the reported targets.

- o Successful Attainment of Academic Outcomes for Student Participants, as per 21st CCLC Local Evaluation Executive Summary Data

Table 7.1: Academic Outcomes at Jefferson-Craig Elementary School

Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
50% of regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	50%	79%	100%
50% of regular attendees will earn a “B” or better or increase their math grade from fall to spring	50%	91%	96%
60% of regular attendees will improve or need no improvement to “turning in his/her homework” by spring, as per school day teachers (DOE Teacher Survey)	60%	60%	73%
60% of regular attendees will improve or need no improvement to ‘academic performance’ in spring, as reported by school day teachers (DOE Teacher Survey)	60%	70%	76%

Table 7.2: Academic Outcomes at Switzerland County Elementary School

Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
50% of regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	50%	82%	86%
50% of regular attendees will earn a “B” or better or increase their math grade from fall to spring	50%	64%	86%
60% of regular attendees will improve or need no	60%	88%	64%

improvement to “turning in his/her homework’ by

spring, as per school day teachers (DOE Teacher Survey)

60% of regular attendees will improve or need no improvement to ‘academic performance’ in spring, as reported by school day teachers (DOE Teacher Survey)

60%

75%

69%

- o Successful Attainment of Other Project Outcomes, as per 21st CCLC Local Evaluation Executive Summary Data

Positive outcomes were also reported in the Social/Behavioral area. Evaluation results from both schools showed outcomes surpassing the proposed targets. For these performance measures, Diehl and Associates used fall survey data due to program closures in spring 2020. Findings are presented by school in Tables 7.3 and 7.4.

Table 7.3: Social/Behavioral Outcomes at Jefferson-Craig Elementary School (JCES)

Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
Regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	50%	59%	64%
Regular attendees will earn a “B” or better or increase their math grade from fall to spring	50%	80%	69%
Regular attendees will improve or need no improvement to “turning in his/her homework’ by spring, as reported by school day teachers (DOE Teacher Survey)	50%	80%	71%
Regular attendees will improve or need no improvement to ‘academic performance’ in spring, as reported by school day teachers (DOE Teacher Survey)	50%	N/A	76%

Table 7.4: Social/Behavioral Outcomes at Switzerland County Elementary School (SCES)

Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
Regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	50%	72%	75%
Regular attendees will earn a “B” or better or increase their math grade from fall to spring	50%	76%	60%
Regular attendees will improve or need no improvement to “turning in his/her homework’ by spring, as reported by school day teachers (DOE Teacher Survey)	50%	63%	59%
Regular attendees will improve or need no improvement to ‘academic performance’ in spring, as reported by school day teachers (DOE Teacher Survey)	50%	61%	69%

Family Engagement findings exceeded targets in most indicators. Findings are shown in Tables 7.5 and 7.6.

Table 7.5: Family Engagement Outcomes at Jefferson-Craig Elementary School (JCES)			
Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
Regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	80%	82%	73%
Regular attendees will earn a “B” or better or increase their math grade from fall to spring	75%	92%	100%

Table 7.5: Family Engagement Outcomes at Switzerland County Elementary School (SCES)			
Performance Measure	Target	2018-19 Outcome	2019-20 Outcome
Regular attendees will earn a “B” or better or increase their ELA grade from fall to spring	80%	78%	83%
Regular attendees will earn a “B” or better or increase their math grade from fall to spring	75%	100%	94%

o Professional Development Plans

The professional development plan for 2020-2021 is attached on Pages 4-5. However, previous professional development plans have not been located, a result of change in program personnel; the new Project Director, Lori Singer, was hired in January 2020.

Results of any 21st CCLC Monitoring Visits.

A monitoring visit was conducted on April 12, 2018, by Christen Peterson. The following Monitoring Highlights were included under general comments: *During the monitoring visit, students repeatedly expressed excitement about the program and upcoming activities. They also expressed that the program was helpful and enjoyable and that attendance was beneficial for them. All students were engaged in academic enrichment activities and were interacting positively with other students and staff. Staff was encouraging of students and supportive. Staff expressed the ability to communicate concerns and recommendations to program leadership.*

Program Quality Monitoring.

Positive Relationships: Meets Requirements

IDOE Recommendations (no corrective action or evidence required in grantee response):

1. Incorporate High Yield Activities into the day since youth aren't able to run in gym. . .
2. Continue to build a sustainable program by engaging new community partners, building upon your current advisory board, and securing multiple sources of funding.

Learning-Focused Interactions and Positive Behavior Management: Meets Requirements

Indoor Space: No rating; does not include Corrective Action. *Accelerating Student Learning*: "Licensed teachers provide age appropriate academic support and activities that align with the school day. *Staff Management, Program Implementation, Program Evaluation, Safety and Health and Nutrition*: Meets Requirements. *Organizational Commitment and Capacity*: No rating; does not include Corrective Action. "Grantee has begun looking at other funding options, including Title IV, part A." *Advisory Board, Partnerships, and Collaboration*: No rating; does not include Corrective Action.

Program Name	Switzerland County School Corporation
Program Director	Lori Singer
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Title & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
NAA Convention	NAA	Empower staff to lead their team. Address current program weaknesses	Sessions will be chosen based on the most current evaluations at the time of attendance	Program Director-1 Site Coordinators-2	24 hrs per person	\$2302	21 st CCLC	March 2021	All
IYSA Retreat	IYSA	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	Program Director-1 Site Coordinators-2	16 hrs per person	In-Kind		Sept. 2020	All
IYI Conference	IYI	Improve staff competency in best practices.	Improved efficiency and delivery of program operations.	Program Director-1 Assistant Site Coordinators-2	16 hrs per person	\$1136	21 st CCLC	Dec. 2020	All
IAN Conference	IAN	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	Program Director-1 Site Coordinators-2	24 hrs per person	\$1065	21 st CCLC	April 2021	All
CPI Training	SCSC	Improve staffs ability to react in a crisis situation	Improved Safety for all students and staff	All Staff	4hrs per person	In-Kind		Varies	DPM
CPR/First Aid	YMCA	Improve staff's ability to react in an emergency situation	Improved safety for the program participants	All Staff	4	\$200	21 st CCLC	Varies	DPM

Preventing Child Abuse and Neglect	Indiana Learning Paths	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	All Staff	1 hr per person	In-Kind	Varies	DPM,R&C
Safety	Indiana Learning Paths	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	All Staff	4 hr per person	In-Kind	Varies	DPM
Health	Indiana Learning Paths	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	All Staff	4 hr per person	In-Kind	Varies	DPM
School-Age Development	Indiana Learning Paths	Improve staff competency to develop and utilize best practices.	Improved efficiency and delivery of program operations.	All Staff	2 hr per person	In-Kind	Varies	AHD
Program Training	SCSC	Procedures	Improved understanding of program operations and implementation	All Staff	3 hr per person	In-Kind	Aug.2020 Jan.2021 May 2021	ALL

Professional Development Plan Cost:

Total Estimated Cost	\$4703	% of Total Budget	%2.5
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8. PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming:

The project plan is grounded in evidence-based curricula that will be implemented by highly qualified personnel. The project's STEAM focus is incorporated into each of the Program Goals. The programs offer diverse learning experiences, can accommodate flexible attendance, and ensure that students find activities that suit their interests and abilities.

Goal 1: Improve Academic Achievement

The project is true to its mission of improving academic achievement while engaging students in new learning experiences. Certified teachers will provide individual or small-group help with homework and also tutor them according to the specific skills and competencies that the classroom teachers have identified for each student. These traditional methods are well established strategies to raise achievement and help relieve parents who may not be prepared to take on those responsibilities. In addition, the project focuses on high-interest activities to further bolster students' learning and foster confidence in their abilities.

LitART integrates English/Language Arts learning utilizing award-winning literature correlated creative activities such as interactive games, drama, art, riddles and pantomime that are also designed to support students' social and emotional development. The program is aligned with International Reading Association and National Council of Teachers as well as the Indiana Academic Standards. *LitART* has been formally evaluated and, as cited at <http://www.sedl.org/afterschool/guide/literacy/>, has been shown to result in significant gains over the course of a school year in reading comprehension, fluency, oral language, and enjoyment of reading when compared to students not using the program. At SCSC, the curriculum will be implemented by a team of certified teachers, including arts and music teachers. *LitART* offers professional development, which is included in the project budget.

Among the science, technology, engineering and math options is *Afterschool KidzMath* for Grades K-2 and 3-6. Designed for the afterschool setting, *KidzMath* ensures that 21st CCLC participants are not bogged down with the same instruction used in the regular classroom. *KidzMath*, aligned with the National Council of Teachers of Mathematics Standards, uses cooperative games and other hands-on activities to help children develop mathematical skills, gain confidence in their mathematical abilities, increase their enjoyment of math, and improve their ability to work with others. A 2005-2007 longitudinal study of 23 afterschool sites in Sacramento found that, after controlling for factors such as gender, ethnicity, language fluency, parental educational attainment, etc., *KidzMath* participants had higher test scores and continued to grow at higher rates than non-participants (Louie, 2011).

Afterschool KidzScience is similarly hands-on. The inquiry-based program for Grades 3-5 offers kits in green science, life science, physical science, forensic science, and Earth and space science. They excite children about science, build science knowledge and inquiry ability, and help children learn cooperation and teamwork skills. Best of all, activity leaders don't need a background in science to effectively lead the sessions! The *NASA Ignite!* projects

involve free curriculum, readily available supplies, leader guides, project guides, choices appropriate for all grade levels, online help and resources, and professional development via Zoom. SCSC plans to emphasize these “fun” themes throughout the summer session.

Appropriate for students in Grades K-6, the *VersaTiles Math* program combines the challenge of a puzzle with the practice of a workbook. While several proposed resources feature teambuilding and collaborative problem-solving, *VersaTiles* offers many activities that allow students to practice skills independently and at their own pace.

Complementary to the Computer Science Teachers Association (CSTA) standards, *Robotify* exemplifies technology and engineering. Students learn coding through programming revolving around a virtual robot using curriculum with a built-in story and game built into it, too. Kids control and code robots using a graphical programming language called Blockly and robots like an underwater ROV, the Mars rover and more. Learners work from their own devices, there’s a Smart Feedback system to generate a helpful message to point the student in the right direction in case of a mistake, and take built-in mini-quizzes at the end of each project to provide feedback to teachers. Ultimately, students can build a career path (or hobby) without even knowing it.

Goal 2: Improve Social and Behavioral Outcomes

How kids feel and engage on the playground has a direct impact on their academic success, social relationships, and physical health. Many kids end up on the sidelines and others are preoccupied with playground disputes. SCSC has selected *Playworks* as a dual-benefit model to 1) promote social-emotional learning through play, and 2) help students become more physically active. What Works Clearinghouse (WWC) reports that *Playworks* meets WWC standards without reservations.

Out-of-School Time, a new program from highly respected *Second Step*, helps teach K-5 students social emotional skills like community-building, empathy and kindness, and growth mindset by teaching them to use positive, “helpful” thoughts, setting realistic improvement goals, and breaking goals into manageable pieces. *Out-of-School-Time* meets WWC standards without reservations.

Goal 3: Increase Family Involvement

The project takes a tried-and-true approach to engaging parents through “show and tell” opportunities and connections with school-sponsored events. Additionally, *Out-of-School Time* includes take-home activities to encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults to practice the skills at home.

Playworks includes “Play at Home” activities with a Skill of the Week such understanding the perspective of someone else, even though their background and culture may be different. Physical activities include “Go for a Walk” games, among others.

2. Table of Objectives, Activities, Performance Measures and Assessment Strategies for Each Proposed 21st CCLC Program Goal:

Table 8.1: Program Goals Chart				
NOTE: Both project sites are K-6 elementary schools, will serve K-6 students, and will use the same programmatic and instructional plan. Therefore, one chart is appropriate for both sites.				
Objectives, Activities, Performance Measures and Assessment Strategies – Jefferson-Craig Elementary School and Switzerland County Elementary School				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Goal 1: Improve Academic Achievement	1.1 Increase English/language arts (ELA) achievement among attendees (RAPs)	1.1.a and 1.1. b) Prescriptive one-on-one and small group tutoring by Certified Teachers for targeted reading/ELA skills as per classroom teacher input 1.1.a. and 1.1 b) <i>LitArt LEARN</i> evidence-based curriculum (STEAM Priority) 1.1.a. and 1.1 b) Read-aloud visits and activities with public library and other collaborators 1.1.a. and 1.1 b) Field trip to the The Children’s Theatre of Cincinnati or alternative	1.1.1) 50% of regular attendees will earn a “B” or better or increase their ELA report card grade from fall to spring.	1.1.1) Report card grades by reporting period
	1.2. Increase Math achievement among attendees	1.2.a and 1.2. b) Prescriptive one-on-one and small group tutoring by Certified Teachers for targeted math skills as per classroom teacher input 1.2.a and 1.1.b) <i>KidzMath</i> evidence-	1.2.1) 50% of regular attendees will earn a “B” or better or increase their math report card grade from fall to spring (STEAM	1.2.1) Report card grades by reporting period

		based curriculum (STEAM Priority) 1.2.a and 1.1.b <i>Versa Tiles</i> evidence-based activities	Priority).	
	1.3. Increase Science achievement among attendees	1.3.a and 1.3.b) <i>Kidz Science</i> evidence-based curriculum (STEAM Priority) 1.3.a and 1.3.b) <i>Robotify</i> coding and engineering hands-on activities (STEAM Priority) 1.3.a and 1.3.b) Makers Space training and activities 1.3.a and 1.3.b) Museum field trip(s), e.g., The Place Cincy, or The Kentucky Science Center and State Parks	1.3.1) 50% of regular attendees will earn a “B” or better or increase their science report card grade from fall to spring (STEAM Priority).	1.3.1) Report card grades by reporting period
	1.4 Improve academic habits	1.4.a) <i>Playworks</i> evidence-based social-emotional learning (SEL) program 1.4.a) <i>Second Steps</i> evidence-based SEL program	1.4.1) 60% of regular attendees will improve or need no improvement in ‘academic performance’	1.4.1) DOE Teacher Survey (Spring)
Goal 2: Improve Social and Behavioral Outcomes	2.1 Improve social/emotional learning	2.1.a and b) <i>Playworks</i> evidence-based social-emotional learning (SEL) /physical activity program 2.1.a and b) Community organization and agency visits, e.g Purdue Extension Service, law enforcement, etc.	2.1.1) 50% of regular attendees will report that the program has helped them make friends. 2.1.2) 50% of regular attendees will improve or need	2.1.1) Quality Improvement Scale; Diehl Survey (Spring) 2.1.2) DOE Teacher Survey (Spring)

		2.1.a and b) Daily mindfulness activity, e.g., 'Equipping Minds, 'yoga, and 'Think Out of the Box Thursday'	no improvement in 'self-confidence'	
	2.2 Improve in-school or afterschool behavior	2.2.a and b) <i>Second Step Out-of-School Time</i> evidence-based character development and social-emotional learning (SEL curriculum) 2.2.a and b) <i>Playworks</i> evidence-based SEL program	2.2.1) 50% of regular attendees will improve or need no improvement in 'classroom behavior' 2.2.2) 50% of regular attendees will improve 'getting along with peers (if improvement was needed)	2.2.1-2.2.2) DOE Teacher Survey (Spring)
Goal 3: Increase Family Involvement	3.1 Increase family involvement with students' education at home	3.1.a and b) Follow-up and encouragement from site coordinators 3.1. a and b) <i>Out-of-School Time</i> take-home activities 3.1. a and b) <i>Playworks</i> "Play at Home" family games, e.g., "Go for a Walk"	3.1.1) 75% of parents will report regular participation ('a few times a week' to 'daily') in supervising or reviewing their child's homework	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	3.2 Increase parental involvement with his/her child's school	3.2.a) Quarterly project presentations or demonstrations at each school's PTA meetings or, upon request, School Board meetings 3.2.a and b) School 'Family Nights'	3.2.1) 50% of parents will report participation in 4 or more school activities	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

9. PROGRAM COMMUNICATION (5 POINTS; 2 PAGES MAXIMUM)

1. Communication Plan:

The plan of communication between the 21st CCLC program and other entities are described as follows:

a. Applicable School Leadership.

The Switzerland County School Corporation (SCSC) project will operate under the authority of the SCSC School Board, SCSC's governing body. The Project Director will provide a summary of the quarterly recommendations and comments from each advisory committee meeting and the interim and final evaluation reports provided by Diehl Consulting. Upon request, the Project Director will prepare a presentation to the Board. In addition, as part of the family involvement component of the project, a group of participants from each of the two sites will present a short presentation or demonstration of projects, skills, and activities from their 21st CCLC program; these may involve a show-and-tell of coding, an art project or activity associated with *LitART* award-winning literature, yoga, or whatever interests them that can be presented within a 5- or 10-minute timeframe.

Corporation Superintendent Rodney Hite will have responsibility for oversight of personnel, budgetary, and security matters. The Project Director will meet with him quarterly to update him and Federal Programs Director Fred Ross on implementation and any issues that call for administrative input.

School Principals will be part of the Project Management Team. Their roles will include assistance in identifying students in need of 21st CCLC services, ensuring that regular school-day teachers communicate as expected with the project's site coordinators regarding homework assignments and specific tutoring needs, welcoming 21st CCLC personnel to faculty or other staff meetings, and encouraging 21st CCLC staff participation in school-sponsored training and parent or community events.

b. Applicable School-day Staff

- i. Project staff will benefit from access to daily assignments and topics for tutoring, generally communicated by email to the Site Coordinators. As documented by Memorandum of Understanding, the project will have access to necessary academic records, including class grades and results of periodic assessments of English/language arts and math in order to monitor progress toward objectives and have data needed for project evaluation. In any case, the information will remain confidential and records will remain in a secure location until they are no longer needed at which time they will be shredded.
- ii. School personnel and 21st CCLC staff will meet at the end of each grading period to review the relationship and mutual support to meet School Improvement Plan goals and strategies and their alignment with the goals and objectives of the 21st CCLC program. This will provide opportunities for mid-course adjustments throughout the school and project year.

c. Community Stakeholders

i. The project will use a link on the Corporation website

(<https://www.switzerland.k12.in.us/>) to inform the greater Switzerland County community (making sure to credit 21st CCLC with funding the project) and describe the mission, program goals, locations, hours of service, and updates about current initiatives and activities. In this way, the information will be readily accessible to parents, project collaborators, and residents throughout the community. Rather than relying exclusively on the internet, the SCSC project will distribute a monthly newsletter mailed to agencies and organizations throughout the service area and beyond.

The Project Advisory Committee will be another vehicle for connecting the program; with representation from local businesses, community organizations, and County residents, the Committee will be an effective, if informal, vehicle for sharing 21st CCLC information. The Advisory Committee, at minimum, will include a student participant from each school, a parent from each school, and representatives from law enforcement, local government agencies, SCSC faculty, and community organizations such as a foundation or an arts entity. Project survey results will be shared at least once annually, and a member will be designated to serve as secretary or recorder of minutes.

d. Families of Program Participants

The SCSC website and monthly and informative newsletters will be sent home with participants will supplement phone calls or emails to family members. The telephone or email communications will provide a personal update on his/her participants progress, special interests, and fun ways to engage students at home through shared reading, a *Playworks* activity, an upcoming event of interest, or a *Second Step Out-Of-School Time* "thought of the month." Parents will also be encouraged to attend PTA or SCSC School Board meetings.

2. **21st CCLC Terminology:**

a. Funding Acknowledgment

The SCSC will conscientiously follow the program requirement of referring to themselves as a 21st Community Learning Center and use the 21st CCLC logo on all program materials. In addition, when working with media for public service announcements or print publications, the Project Director will insist that the 21st Century Community Learning Center terminology be included.

10. PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES, MAXIMUM)

Program Name	Switzerland County School District
Program Director	Lori Singer

1. Professional Development Plan:

Professional Development Planning Process Reflection

Several sources, including formal documentation and informal feedback contributed to the development of the proposed professional development plan. Key elements are discussed below.

- IN-QPSA
 - The IN-QPSA results paralleled evaluation findings. Staff at Jefferson-Craig Elementary School (JCES) and Switzerland County Elementary School (SCES) agreed about a need for 1) professional development at local, state-wide, and national professional development focused on relevant youth development best practices and staff meetings that featured sharing and collaboration (Standards 14d and 27a); 2) social-emotional learning activities (Standards 1-6); and 3) better communication with participants and families (Standards 8c, 8d, and 9).
- Local Evaluation Report
 - Diehl Consulting Group evaluation reports show that JCES and SCES have been highly successful in meeting 2018-19 and 2019-20 Performance Measures for academic achievement, academic habits, social emotional learning (SEL), behavior, and family engagement. Observations at JCES cited a positive environment for students to participate in academics, enrichment, and recreation, but noted the need for more literacy-related enrichment. SCES staff highlighted accomplishments; students reported 21* CCLC cultural activities, financial literacy, and team sports in Year 3; but staff saw a need for additional literacy content within activities.
 -
- Monitoring Visit
 - SCSC had a monitoring visit in April 2018. Suggestions were made about active play, including during project transition. Additionally, the project was to strive for additional advisory committee participation and relationships with community collaborators.
 -
- Staff Feedback
 - Curriculum and training have been incorporated into the professional development plan in response to teacher and staff feedback regarding improved management practices and modelling positive communication strategies. The plan also includes training in enrichment such as STEM and how to incorporate academics, especially reading and language arts, into the project.

Program Name	Switzerland County School District
Program Director	Lori Singer
Dates of Implementation	June 1, 2021—June 30, 2022

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

NOTE: Community collaborators, parents, and other interested individuals will be invited to participate in trainings as space permits.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training (Per Person)	Total Cost	What funds will be used for training?	Date of Training	CYC Competency Alignment (if applicable)
Bullying: Recognition & Response	SCSC	Improve staff competency to utilize best practices to diffuse bullying and abusive behaviors	Improved safety of children, and an improved social-emotional climate at school and in the community	19, total – (Program Dir. – 1; Site Coords. – 2; Teachers – 6 Assistants - 2 21 st CCLC and YMCA staff – 8	.5	In-Kind	SCSC	Aug. 2021	DPM,R&C
Child Abuse: Identification & Intervention	SCSC	Improve staff ability to intervene appropriately	Improved safety of children	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM,R&C
Gang Awareness	SCSC	Improve ability to recognize gang behavior	Improved safety of students, teachers, and community	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM,R&C
Human Trafficking Awareness	SCSC	Recognize signs of human trafficking	Reduction of risk to vulnerable youth	All Personnel –19	1	In-Kind	SCSC	Aug. 2021	DPM,R&C

AED (Automated External Defibrillators)	SCSC	Improve staff ability to react in a health emergency	Improved safety for program participants and staff	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Blood borne Pathogen Exposure Prevention	SCSC	Improve staff ability to reduce risk of exposure	Improved safety for program participants and staff	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Cardiopulmonary Resuscitation (CPR)	SCSC	Improve staff ability to react in a health emergency	Improved safety for program participants and staff	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Child abuse and neglect policy	SCSC	Improve staff competency to develop and utilize best practices	Formal policy to address potential abuse and neglect	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Fire Extinguisher Safety	SCSC	Improve staff ability to react responsibly in a fire emergency	Response preparedness for a fire emergency	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Health Emergencies: Overview	SCSC	Inform staff regarding potential in an emergency	Response preparedness for range of health crises	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	DPM
Students Experiencing Homelessness: Awareness and Understanding	SCSC	Improve staff awareness of homelessness and associated family challenges	Empathetic and appropriate response to a student experiencing homeless	All Personnel –19	.5	In-Kind	SCSC	Aug. 2021	CHD,R&C,D PM
CCLC Program Training	21 st CCLC Director	Communication of 21 st CCL, goals and procedures	Understanding of program mission, vision, operations	All Staff – 18	3	In-Kind	21 st CCLC	Aug, 2021/ Jan/May	All
LitART	Global Learning	Literacy and use of art enrichment to enhance ELA skills	Improved reading achievement and SEL outcomes	All Personnel	4	\$1000 (online)	21 st CCLC	Sept. 2021	All
Second Step	Commit-	Improved teaching	Improved relationships	All Personnel	3	(part of	21 st CCLC	Sept.	All

<i>Out-Of-School Time</i>	fee for Children	and learning of SEL skills and concepts	among teachers, facilitators, students, and parents	-19	annual fee -- online	for annual subscription	and Oct. 2021
<i>Robotify</i>	Robotify	Ability to facilitate a STEM technology- and engineering-focused	Successful implementation of a coding program	Prog. Director -- 1 Site Coords. -- 2 Enrichment staff -- 4; Teachers TBD	(part of annual fee --online)	21* CCLC for annual subscription	Sept. 2021 + on-going 24/7 support N/A
<i>Makers Space</i>	1* Makers Space	Ability to implement hands-on technology	Successful use of Makers Space curriculum and tools	Prog. Director -- 1 Site Coords. -- 2 Teachers -- 4	(part of SCSC grant)	Digital Learning Community Advisory Grant	TBD
<i>National Afterschool Alliance Conference</i>	NAA	Improve staff competency to develop and utilize best practices	Increased quality and efficiency in the implementation of an effective project	Program Dir.-1 Site Coord., Teacher or Staff.- 2	\$3958 (registration + travel)	21* CCLC	TBD (2022) All
<i>IAN Conference</i>	IAN	Build staff competency to develop and utilize best practices	Improved effectiveness and delivery of program services	Program Dir,- 1 Site Coords. - 2	\$1182 + (registration + travel)	21* CCLC	TBD (2022) All
<i>Playworks</i>	Playworks	Power of Play/ Group Management	High quality program delivery and improved understanding of SEL	All Personnel -- 19	\$2300	21* CCLC	TBD CHD,AHD,R &C

Professional Development Plan Cost:

Total Estimated Cost	\$8,440	% of Total Budget	2.8%
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2. Collaborative Opportunities with Stakeholders

- a. Since the January 2020 hiring of a new Project Director, the project has placed new emphasis on reaching out to local entities regarding opportunities for shared training. The efforts have been stymied as a result of COVID-19 and subsequent limitations, but project personnel are interested in working with other organizations to develop collegiality and working relationships on a broader level.

3. **Assessment:**

Curriculum and training have been incorporated into the professional development plan in response to teacher and staff feedback regarding improved management practices and modelling positive communication strategies.

Switzerland County School Corporation (SCSC) 21st CCLC plans an anonymous survey of staff and faculty. Respondents will be asked to include their job title or responsibility and use a check-off system to indicate which (among a list of professional development topics under consideration) training activity(ies) they feel are most needed and of greatest interest. Most importantly, they will be encouraged to write comments about gaps they perceive in the existing professional development plan as well as specific problems they believe should be addressed through training.

Recognizing that feedback from IN-QPSA and project evaluation included a need for better communication with participants and families as well a desire for staff meetings that feature sharing and collaboration, results will be shared in a project meeting and the Project Director or other facilitator will take care to convey acceptance of each suggestion. Participants will be asked to discuss the best ways and resources to address the various topics and come to a common understanding of which group of staff members, e.g., enrichment instructors, site coordinators, assistants, Project Director, and/or teachers would be the most appropriate participants; every training would not necessarily be a need or interest of the entire group. *Robotify* virtual coding training is one such example; on the other hand, safety, social-emotional-learning, and 21st CCLC orientation applies to everyone working in the project.

The Project Director also plans an informal visit with each staff member at least twice during the project year. Such one-on-one meetings would build or maintain rapport with each individual.

4. **Staff Plans:**

Professional development needs are not likely to be the same for each employee. The table below differentiates regarding proposed participation of the individuals and staff positions. The survey responses and informal visits with those working in the project will provide information pertinent to revising the Professional Development Plan with the goal of continuous improvement.

5. **Enhancing Quality:**

Professional development activities will strengthen every aspect of the project: academics, behaviors, and family involvement. *LitART*, in particular, will address the identified need for curriculum-specific training in English/language arts content and strategies such as dialogic reading. Training in social-emotional learning, targeted through the Second Step Out-Of-School Time and Playworks, will impact student behavior; how teachers and other staff interact with participants, parents, and each other; and involve family in take-home, virtual, or on-site activities.

11. EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. Evaluation Plan.

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in Section 8) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, and school achievement data. Data are described in detail in Table 11.1. **When data will be collected.** Timelines for data collection are included in Table 11.1. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 11.1).

Table 11.1 Data Sources, Instruments, and Data Collection Timeline	
Data Type/ Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM)
Demographics: <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
Achievement: <i>Spring (Annually)</i>	Student Report Card Grades (K-6): The evaluation will examine participants' semester report card grades (reading, math, science). <i>PM: 1.1.1, 1.2.1, 1.3.1</i>
Attendance: <i>Entered weekly and submitted monthly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i>	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 1.4.1, 2.1.2, 2.2.1, 2.2.2</i>
Stakeholder Perceptions of	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of

Program Quality: <i>November and April (Annually)</i>	afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 2.1.1, 3.1.1, 3.2.1</i>
Site Observations: <i>Fall and spring (Annually)</i>	IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.

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

2. Local Evaluator

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

Table 11.2 Select Experience
DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.
DCG has served as Indiana's state evaluator for 21 st CCLC since 2018.
DCG staff include a former 21 st CCLC Project Director responsible for the management of four

state and federal 21st CCLC grants and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.

DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21st CCLC and is currently partnering with AIR on the statewide evaluation of 21st CCLC in Texas.

DCG staff were on the original IDOE 21st CCLC Advisory Council and are current members of the 21st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21st CCLC Program Evaluation Guidelines, Indiana's 21st CCLC Teacher Survey, and performance measures framework

Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.

DCG staff have experience using the state data collection system (Cayen).

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

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

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

3. Strategies of Measurement

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

Table 11.4 Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	
Academic Achievement	Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPS who have increased their grade or

	maintained a B or higher. Academic enrichment and tutoring are key components of the 21st CCLC program, and academic improvements are expected for program participants. As a STEAM priority program, performance measures are included for both math and science grades, along with ELA.
Academic Habits	Teacher perceptions of student improvements related to academic performance will be drawn from the DOE Teacher Survey. Given the program's focus on homework help and tutoring, it is theorized to support improvements to academics.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning will be assessed using the DOE Teacher Survey and the student version of the Quality Improvement Scale. Specific items utilized will measure students' self-confidence and ability to make friends. A variety of group, character education, and teambuilding activities will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes, including self-confidence and the ability to make friends.
In-School or Afterschool Behavior	Behavior will be assessed using the DOE Teacher Survey. Specific items assess improvements in classroom behavior and getting along well with peers. Programming offered through 21 st CCLC supports pro-social behaviors and is theorized to support decreased disciplinary infractions in the classroom and interactions with peers.
Family Involvement in Student's Education at Home	Family engagement will be measured using the Quality Improvement Scale. Specifically, the evaluation will examine the frequency with which parents supervise and/or review homework with their child. Programs will promote family engagement through parent and family events.
Family Involvement with Student's School	Families' involvement with their students' schools will be assessed by the percentage of family members who report attending school-sponsored family events on the parent/caretaker version the Quality Improvement Scale. The program will support the relationship between families and their children's schools by serving as a convener and liaison for families.

12. SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

1. Transportation To and From:

Project Sites. The project will be housed at two elementary schools for the afterschool program and at the YMCA for the summer component. Depending on the activity, facility use will include classroom or meeting space, the cafeteria, gymnasium, and outdoor spaces; Memoranda of Understanding document their responsibilities to the project. Each Kindergarten student has a mini iPad, and each Grade 1-6 student has a Chromebook. Internet is accessible throughout the facilities, thereby alleviating the need for continuous use of computer labs. Specific locations are as follows:

- 1) Jefferson-Craig Elementary School
1002 West Main Street
Vevay, Indiana

- 2) Switzerland County Elementary School
12862 Highway 250
Rising Sun, Indiana

- 3) Switzerland County YMCA
1114 West Main Street
Vevay, Indiana

All project facilities meet ADA requirements and are fully accessible to individuals with handicapping conditions. They are inspected quarterly or in response to SCSC reports of safety issues; the reports will follow written procedures included in the Project Handbook and discussed in staff orientation. At the outset of the project, the Program Director will review with staff the Indiana Afterschool Network Top Ten Standards on Safety, Health and Nutrition and documents will be posted as required. Fire drills and safety drills for evacuation will be practiced with participants and staff and emergency procedures will be posted prominently.

Safe Travel between Home and Project Sites. Students will travel between project sites and home on SCSC school busses driven by individuals having met all licensure and security standards and requirements. The busses are inspected at least monthly and maintenance and repair records are maintained for each vehicle.

Switzerland County is very rural with a service area encompassing 223.4 square miles and stretching 35 miles across. State and county (two-lane) highways are hilly and twisty, making safe travel slower than might otherwise be expected. As a result, SCSC established central drop-off points where parents are responsible for meeting the bus at the scheduled time. The 21st CCLC program will follow the same procedures as the School District because doorstep drop-off would result in nearly 1 ½ hours on the bus for some students. At 21st CCLC registration, the parent will be provided with a copy of the transportation policies and will sign off that he or she understands and will agree. At that time, the parent will document anyone

else given permission to pick up the student, from either the bus drop-off point or from the school or YMCA site.

At each drop-off point, the bus driver will remain at that stop until the designated individual arrives to pick up the student. In the event the parent is not at the stop with the bus arrives, the driver will radio (cellular service is sporadic or inaccessible in many rural areas) the bus supervisor or bus support assistant to follow up and, as needed, dispatch a vehicle to take the child to his or her home. Again, this is the Switzerland County School Corporation's established protocol for the regular school day.

2. Needs of Working Families:

Meeting the needs of working parents, including those who may have limited transportation options, has been a major consideration when preparing the budget. Despite having transportation costs in excess of \$50,000, project planners have made every effort to ensure that students arrive at home in a safe and timely manner.

Scheduling has been revised according to parental input. SCSC originally proposed a 4-day, 28-week program. Parents, particularly those who work outside the home, asked for five (5) days so the project is now open Monday through Friday. Furthermore, they want a program that lasts throughout the school year in order to have continuity for their youngsters. The proposed project will operate for 36 weeks. When registering for 21st CCLC, parents will be asked about their interests in parent activities and their scheduling preferences so activities, to the degree possible, can make adult learning and parent involvement as attractive and convenient as possible.

3. On-Site Safety:

Each child will be checked in by the Site Coordinators and will be under the continuous attention and monitoring of 21st CCLC staff. Including the Site Coordinator, each site will maintain a low student-to-adult ratio of 1:9 to ensure responsible supervision while implementing high quality services.

Parents will have signed their permission for their student to ride the school bus at the end of the program day and will have indicated which individuals have permission to personally pick up their child from 21st CCLC centers. Staff will be specifically assigned to check IDs of individuals picking up a 21st CCLC participant against the parental permission documentation. Additionally, staff will check each child's boarding of the bus after school and on field trips and will follow written procedures when an unauthorized person attempts to take a child from the program (IAN Safety Standards); this includes calling in the School Resource Officer, the Vevay Police Department, or the Switzerland County Sheriff's Office.

SCSC has implemented policies and sanitation practices in response to COVID-19. Switzerland County schools and other facilities follows State guidelines as well as National Institutes of Health recommendations.

4. Hiring Practices:

All personnel hired to work in the program will meet or exceed the project's minimum requirements and qualifications. Bus drivers, who are already employed by SCSC, will be required to maintain a Commercial Driver's License, as verified by the Switzerland County School Corporation. Teacher certifications will be reviewed to ensure currency and appropriateness for their role in the project.

Applicants for new positions will complete the SCSC employment application and will be screened according to established procedures. References will be checked and any unfavorable results will lead to further consideration and investigation. Each potential hiree must pass a background check before being employed. Every community organization employee, contracted provider, or community volunteer will be required to undergo a background check before having contact with 21st CCLC staff, students, or parents.

5. Background Checks:

Background checks will be conducted via (<https://safehiringsolutions.com>). Any necessary follow up will be handled by either the Vevay Police Department or the Switzerland County Sheriff's Office. All results will remain confidential and information will be securely maintained at the SCSC Central Office in a locked file cabinet whose access is strictly limited to designated personnel.

14. PROGRAM STABILITY (2.5 POINTS, 2 PAGES MAXIMUM)

Switzerland County School Corporation (SCSC) continually seeks out ways to supplement, support, and plan for the future for the high-priority 21st CCLC program.

o Local Capacity

A recent step in building local capacity is the approval of the Digital Learning Community Advisory Grant through the Indiana Department of Education (IDOE) in partnership with 1st Makers Space. In addition to a buy-one-get-one opportunity with 1st Makers Space, the project provides for comprehensive professional development:

- 100% of Administrative staff will have a minimum of a half-day of professional development surrounding changing mindsets and supporting teachers as they begin to utilize STEM via Makers Space-based lessons;
- Building Administrators will also attend a full-day session with their staff;
- Mentorships will be provided for (4) staff members to become building leaders that may result in Makers Space certification to add an additional layer of support for teachers;
- Teachers, including (including computer lab and 21st CCLC personnel) will participate in 2.5 days of professional development specifically addressing STEM instruction using Makers Space and will have access to curriculum and materials. The training will help change mindsets about innovative teaching techniques which SCSC is working to implement; and
- Every teacher, Grades K-8, will be required to implement at least 1 STEM project via Makers Space using the 1st Makers Space Curriculum, thereby getting hands-on classroom experience.

If achieved, the 21st CCLC program will have the equipment, materials, and trained personnel to add a dynamic element to the engineering/technology component (at no cost to the project). Again, at no cost to 21st CCLC, training in project-based learning will promote collaboration, cross-disciplinary applications of learning, and collaboration within and among student groups working on a project.

o Goal for Year One of Programming to Increase Capacity, Sustainability and/or Available Program Resources (Time, Talent and Treasure) Including Specific Actions and Roles Necessary to Achieve the Goal

In project year 2021-2022, Switzerland County School Corporation (SCSC) plans to increase 21st CCLC capacity and sustainability by

- 1) Completion of IDOE Project-Based Learning (PBL) training by at least one individual that will result in certification or approaching-certification (Fred Ross, Director of Federal Programs, and the Digital Learning Community Advisory Grant);

- 2) The purchase and installation of Makers Space equipment by SCSC for 21st CCLC program (Fred Ross); and
- 3) Completion of, at a minimum, the first phase of 1st Makers Space training for 21st CCLC teachers and key 21st CCLC staff;
- 4) Identification of at least one (1) community organization as a source of volunteers;
- 5) Review of SCSC federal programs for possible reallocation of funds; and
- 6) Identification of at least one (1) potential source of outside funding.

If achieved, one would expect increased student interest in the program, and opportunity to learn career-related skills, and enhanced opportunities, and more engaging use of 21st CCLC project time.

- o A Connection between Capacity and the Time and Talents of the 21st CCLC Program and Staff

PBL-certified trainers will include all 21st CCLC staff in the goals and strategies of project-based learning, thereby strengthening program effectiveness and applied learning across 21st CCLC program elements. The Makers Space equipment, supplies, and training for 21st CCLC teachers and other staff, enabling implementation of up-to-date application of STEM learning at no cost to the 21st CCLC project.