



21ST CCLC

NAME OF LEA OR ORGANIZATION	EAST ALLEN FAMILY RESOURCE CENTER D/B/A LEARN RESOURCE CENTER
ADDRESS	610 PROFESSIONAL PARK DRIVE NEW HAVEN, IN 46774
COUNTY	ALLEN
NAME OF CONTACT PERSON	SHARON WILSON
TITLE	EXECUTIVE DIRECTOR
PHONE NUMBER	(260) 749-9516
EMAIL	SHARON@LEARNRESOURCECENTER.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	SHARON WILSON
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	SHARON@LEARNRESOURCECENTER.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
NEW HAVEN PRIMARY (SCHOOL CORP #0083)	65.9%	<u>State:</u> B <u>Fed'I:</u> Approaching standards	20	K-2 ND
NEW HAVEN INTERMEDIATE (SCHOOL CORP #0305)	66.6%	<u>State:</u> B <u>Fed'I:</u> Approaching standards	20	3 RD -6 TH
HERITAGE ELEMENTARY SCHOOL (SCHOOL CORP # 0281)	61.8%	<u>State:</u> B <u>Fed'I:</u> Approaching standards	25	K-6 TH



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
NEW HAVEN PRIMARY	1445 BERWICK LANE	NEW HAVEN/ALLEN
NEW HAVEN INTERMEDIATE	919 HOMESTEAD AVE.	NEW HAVEN/ALLEN
HERITAGE ELEMENTARY	12050 HOUK ROAD	MONROEVILLE/ALLEN



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<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	LITERACY IS THE PROPOSED PRIORITY AREA FOR ALL STUDENTS IN GRADES K-6 TH .
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL FROM 3:30-6 PM AT NEW HAVEN PRIMARY AND NEW HAVEN INTERMEDIATE SCHOOLS AND FROM 2:30-5:30 PM AT HERITAGE ELEMENTARY SCHOOL SUMMER – 7AM – 12 PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	YES. LEARN RESOURCE CENTER WILL UTILIZE A SLIDING SCALE.



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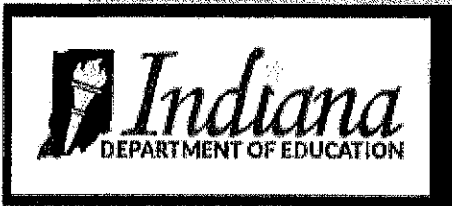
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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

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



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- o The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- 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




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- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- 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.

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center

Applicant Name (LEA or Organization)


Authorized Signature

08/05/2020

Date

**MEMORANDUM OF UNDERSTANDING
BETWEEN
EAST ALLEN FAMILY RESOURCE CENTER, INC.
(D/B/A LEARN RESOURCE CENTER)
AND
EAST ALLEN COUNTY SCHOOLS**

I. Purpose: The purpose of this Memorandum of Understanding (MOU) is to establish a formal partnership between East Allen Family Resource Center D/B/A LEARN Resource Center (referred to hereinafter as LEARN Resource Center or 'LEARN') and East Allen County Schools (EACS hereinafter) for purposes of submitting an application to the Indiana Department of Education for funds to design, implement and evaluate high-quality, before and after-school programming as a 21st Century Community Learning Center (21st CCLC hereinafter) grantee. This MOU concerns the application submitted on August 12, 2020. The purpose of the 21st Century Community Learning Center program is "to provide at-risk students with opportunities for academic enrichment, personal enrichment and other activities designed to complement the students' regular academic program during non-school hours. Additionally, the 21st CCLC program will engage adult family members of actively participating students, through educational and personal development opportunities."

The LEARN Resource Center will reach a high-need population of students attending three (3) schools within East Allen County Schools through its 21st Century Community Learning Center program. The schools are New Haven Intermediate School, New Haven Primary School and Heritage Elementary School. These three schools will serve as program sites in the upcoming 2021-2022 school year, contingent on notification of 21st CCLC award (estimated notification on or during September 2020).

II. Responsibilities: In addition to the responsibilities outlined before, each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Sharon Wilson, Executive Director LEARN Resource Center 610 Professional Park Drive New Haven, IN 46774 260-749-9516 Email- sharon@learnresourcecenter.org	Wendy Hoering, Director of Development & Title I East Allen County Schools 1240 State Road 930 East New Haven, IN 46774 260-446-0135 Email- whoering@eacs.k12.in.us
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The above-named appointees for each organization agree to carry out the terms listed below as a part of their position responsibilities.

LEARN Resource Center

In addition to coordination on-going program planning and review for the "21st Century Community Learning Center" (21st CCLC) program in East Allen County Schools, LEARN resource Center will provide the following services in specific support of this project:

- Work with EACS and any/all other grant partners and sub-grantees to meet the stated goals of this 21st CCLC program.
- Serve at the Fiscal Agent of this award.
- Contract staff will provide administration and program management oversight.
- Complete all necessary documentation, prepare evaluation materials and submit reports to Indiana Department of Education related to this 21st CCLC award.
- Obtain and provide current and complete background check reports to the Department of Human Resources at East Allen County Schools for every individual associated with this program who does not already have a current and complete background check report of the file with East Allen County Schools.

- Obtain and keep current written parental authorization to obtain participating student academic and/or behavior data from EACS throughout the term of this award.
- Request participating student academic and/or behavior data from EACS as required for participating students to compile and complete required 21st CCLC program report(s) through the term of this award.
- Provide the food/meal(s) for the summer program and snacks for the after-school programs for each participant.
- Develop and execute a written safety plan for students and staff participating in this program.
- Provide oversight and guidance regarding program goals and objectives and steps to effectively meet those goals and objectives.
- Notify East Allen County Schools of any potential problems in meeting the responsibilities of the program budget.
- **Damage and Insurance:** LEARN Resource Center is responsible for damage to or loss of property on school premises, whether sustained by LEARN staff or by program participants in an activity. The center shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal & Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$ 100,000
Medical Expense (Any one person).....	\$ 5,000

Note: Excess coverage is acceptable to meet the minimum requirements.

- Complete and submit any interim and final reports that are associated with this award.
- Coordinate the activities of the 21st CCLC Advisory Council, composed of stakeholders and representatives from partner institutions and organizations, and the 21st CCLC General Advisory Council, comprised of students and parents.
- Design and implement appropriate program curriculum and activities in alignment with State core curriculum standards and to enhance classroom instructional content.
- Identify and recruit EACS students for participation in 21st CCLC programs.
- Conduct student assessments, oversee and conduct all outcome evaluation activities.
- Provide distribution of links to data collection tools and surveys required by Indiana DOE.
- Maintain volunteer and employee files and records, including timecards and supervision notes.
- Provide qualified oversight for all workers and volunteers.
- Provide orientation training and materials for volunteers and workers.
- Provide training and ongoing support, including access to additional professional development activities for volunteers and worker.
- Coordinate all advisory committee activities, including quarterly stakeholder meetings.
- Create and distribute annual report on program activities and outcomes.

East Allen County Schools


In addition to providing expertise and input for the on-going planning and review of the 21st CCLC project, East Allen County Schools will provide the following services in specific support of this project:

- Work with LEARN Resource Center and all other grant partners and sub-grantee to meet the goals and objectives outlined in the 21st-Century Community Learning Center proposal, submitted on or before August 12, 2020.
- Provide (in-kind) adequate classroom(s), gathering and recreation space(s) for programming at New Haven Primary, New Haven Intermediate and Heritage Elementary Schools.
- Provide (in-kind) reasonable storage space for materials/supplies related to this program at the above listed sites to be used during the program term.

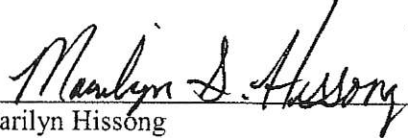
- Donate (in-kind) all reasonable utility costs for activities at the above listed sites and for the benefit of students at New Haven Primary, New Haven Intermediate and Heritage Elementary Schools.
- Notify LEARN Resource Center of any potential problems/issues in meeting the responsibilities of the budget.
- Collaborate with LEARN Resource Center staff and provide information that is needed to complete interim and/or final program reports as required by the Indian Department of Education to meet award requirements.
- Assist in facilitation of staff communication in all schools benefitting from the 21st CCLC.
- Facilitate the distribution and collection of any necessary surveys (i.e. Teacher Surveys) or other tools used in the direct evaluation of this 21st CCLC program.
- Participate in annual evaluation and needs assessment activities, as needed.

III. Program Funding and Length of Term: The program activities and related responsibilities outlined in the Memorandum of Understanding are dependent upon grant funding approval. Award notifications are expected in September 2020. Once approval is received, LEARN Resource Center will inform EACS of 21st CCLC funding award and provide details to begin program implementation. The project outlined in this MOU has a four-year funding cycle.

IV. Assurances: In signing this MOU, both parties affirm that the 21st CCLC proposal submitted to the Indiana Department of Education on or about August 12, 2020 was development together by the parties (LEARN and EACS) after a process of gathering needs assessment data. In addition, both parties affirm that the implementation, assessment and on-going planning of the 21st CCLC program will be carried out in collaboration with all above-mentioned parties. This MOU may be terminated by either party, for any reason, by providing thirty (30) days written notice.


 Sharon Wilson
 Executive Director, LEARN Resource Center

8/5/2020
 Date


 Marilyn Hissong
 Superintendent, East Allen County Schools

8/5/2020
 Date

Memorandum of Understanding

Between Power House Youth Center and LEARN Resource Center

8/1/2020 – 5/31/2020

AGREEMENT PARTIES

Power House Youth Center
830 Main Street
New Haven, IN 46774

LEARN Resource Center
610 Professional Park Drive
New Haven, IN 46774

AGREEMENT

This MOU is by and between Power House Youth Center in cooperation with LEARN Resource Center to provide training for the evidence-based substance abuse prevention program, Too Good For Drugs.

Power House agrees to:

Provide training for LEARN Resource staff to be able to facilitate the Too Good For Drugs curriculum in their afterschool programming. This training will be presented by Power House Executive Director, Bonnie Roth. Bonnie has been certified as a Trainer by the Mendez Foundation who is the author of the Too Good For Drugs Curriculum.

LEARN Resource Center agrees to:

- Obtain the funding for the Too Good For Drugs curriculum that is needed to implement the classes for their students. This will include the various grade levels that they serve in the program.
- Implement the Too Good For Drugs curriculum to meet fidelity of the program and any reports associated with the program.

Signatures:

Sharon Wilson

Signature of LEARN Resource Center Official

8/12/20

Date

Sharon Wilson

Printed Name of LEARN Official

Executive Director

Title

Bonita Roth

Bonita Roth, Executive Director,

Power House Youth Center

8/12/20

Date

COMPLETED NON-PUBLIC CONSULTATION FORM

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center met with **Central Lutheran School** on 8/3/20 in consultation for participation in a 21st CCLC initiative in **New Haven/Allen County**.

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

John Weber
Non-Public School Representative

John M Weber
Signature

Sharon Wilson
Applicant Representative

Sharon Wilson
Signature

COMPLETED NON-PUBLIC CONSULTATION FORM

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center met with **St. John Catholic School** on 8/3/20 in consultation for participation in a 21st CCLC initiative in **New Haven/Allen County**.

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

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

Zachary Coyne
Non-Public School Representative

Zachary Coyne
Signature

Sharon Wilson
Applicant Representative

Sharon Wilson
Signature



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PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center (LEARN), working in partnership with East Allen County Schools, proposes to deliver after-school and summer programs which target economically disadvantage at-risk students at New Haven Primary (NHP) in grades K-2, New Haven Intermediate (NHI) in grades 3-6, and Heritage Elementary (HES) in grades K-6 in the East Allen County School District. Each of these three (3) schools have a significant percentage of students participating in free/reduced lunches and fall short of the State ILEARN passing rate in ELA and math. 21st CCLC funding is being requested to support 65 elementary students identified by each school as economically challenged and are testing below grade level on standardized tests during the schoolyear and 30 students during the summer.

LEARN Resource Center currently provides fee-for-service out-of-school programming at New Haven Primary (gr. K-2) and New Haven Intermediate (gr. 3-6) Schools. LEARN is also contracted by Cornerstone Youth Center (a non-profit organization located in Monroeville, IN which serves middle- and high-schoolers) to provide free after-school programming at Heritage Elementary (gr. K-6) and is funded through a 21st CCLC grant (Cohort 8) Cornerstone received. (Cornerstone will not be submitting a proposal to renew funding for this site.)

The number of students needing academic supportive activities at New Haven Primary and Intermediate Schools is much greater than the number of students currently served by LEARN. In addition, there remains a continued need for academic supportive activities at Heritage Elementary. LEARN proposes to provide a CCLC program named 21st Century LEARN After-school at each of these schools, along-side its fee-for-service programs. LEARN will also provide an academic enrichment program each summer at New Haven Intermediate School and open to all 21st Century LEARN participants.

Students participating in the 21st Century LEARN program will be identified by each school as needing additional academic support and will be encouraged to enroll. A sliding scale will be used; however, this program will be free for any family who cannot afford to pay.

Funding from 21st CCLC would allow LEARN Resource Center to provide additional academic services and resources for CCLC program participants which includes MyON Reader and Too Good for Drugs. In addition, LEARN will have one dedicated program/site director, two (2) additional site directors and one (1) Program Assistant at each site to plan and implement CCLC programming.

Program activities provided by LEARN will focus on helping students meet State academic standards and school goals while offering a wide array of enrichment activities that complement students' regular day academics. Activities will include, but are not limited to:

- 1) homework help
- 2) research-based curriculum in literacy and math (KidzLit, MyOn Reader, KidzMath)



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- 3) physical fitness, wellness, and nutritional snacks
- 4) topics of interest to students
- 5) drug prevention
- 6) arts & music

LEARN Resource Center will also provide character education activities and use Positive Behavior Interventions & Supports (PBIS) techniques and School-wide Expectations Program currently being used by the schools to positively impact student behavior. LEARN will also hold Family Nights during odd numbered months (September, November, January, and March) during the schoolyear. Topics will include Building Academic Success, Literacy Night, and additional educational topics of interest selected by parents.

LEARN Resource Center will work to achieve performance measure goals which 1) improve social and behavioral outcomes of regular participants, 2) improve participants' academic achievement in math and reading, and 3) increase family involvement in each child's education (See attached measurements.)

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Minimum Criteria: Each of the three (3) schools LEARN Resource Center proposes to serve meets the 21st CCLC FRL (free/reduced lunch) rate of 40% or greater with each having an Approaching Expectations Federal rating:

- New Haven Primary at 65.9%
- New Haven Intermediate at 66.6%
- Heritage Elementary School at 61.8%

2. Origin of Partnership: Serving children since opening its doors in 1966, LEARN Resource Center has worked with East Allen County Schools in a variety of capacities over the past 54 years providing early childhood education, after-school and summer programs for students attending East Allen County students. LEARN Resource Center opened its doors as a rural Head Start program and offered adult GED classes. By the 1970's, LEARN expanded and served elementary students attending East Allen County Schools at its community-based facility until 2010. In January 2011, LEARN relocated its out-of-school programs to New Haven Primary and New Haven Intermediate as part of 21st CCLC Cohort 5 and Cohort 7. School administrators, teachers and staff are very familiar with LEARN's programming and staff.

LEARN Resource Center is also providing after-school programming for K-6 grade at Heritage Elementary School. In 2013, LEARN was contracted by Cornerstone Youth Center, a 21st CCLC Cohort 6 & 8 grant recipient, to provide after-school programming.

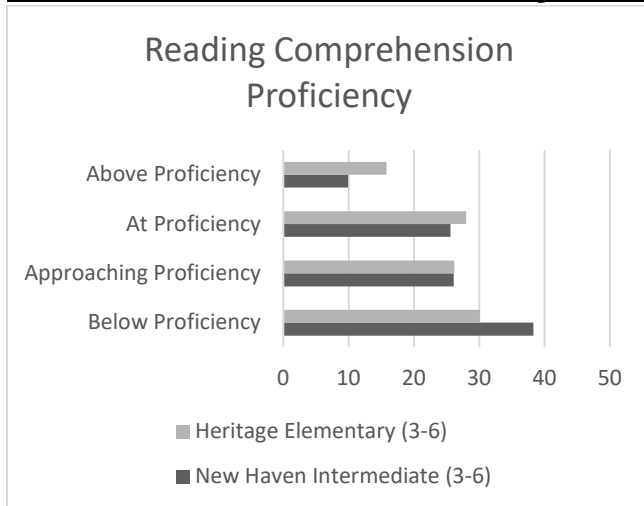
In addition, LEARN Resource Center has provide summer programming for elementary age children since 1982 and from 2010-2015 held 21st CCLC summer programming at New Haven



Intermediate School before relocating to an location that would allow LEARN to hold an all-day program. A change made due to the increasing number of parents needing a summer program that could provide all-day programming.

3. Priority Area: LEARN Resource Center’s priority area is literacy. In review of school data and each school’s Improvement Plan, each school has identified the need to improve student reading comprehension. Proficiency rates in ILEARN 2018-2019 reading comprehension for students in grade 3-6 at New Haven Intermediate and Heritage Elementary can be found in Chart I. **Note: New Haven Primary students do not participate in ILEARN testing.*

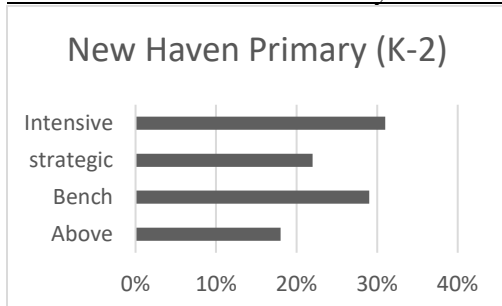
Chart I. New Haven Intermediate and Heritage Ele. Gr. 3-6 ILEARN Reading Proficiency



Heritage Elementary School’s School Improvement Plan failed to include any specific reading comprehension data on students in K-2 grades although a plan for improving reading comprehension across all grades was listed as a goal.

Data on New Haven Primary School’s 2018-2019 DIBEL scores can be found in Chart II below.

Chart II. New Haven Primary Gr. K-2 DIBELS Reading Proficiency





PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

LEARN Resource Center is currently not eligible for any priority point areas included in the RFP.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: New Haven Primary (NHP), New Haven Intermediate (NHI) and Heritage Elementary has consistently seen a significant number of students receiving free and reduced (F/R) lunches. In 2018-2019, 65.9% of students at NHP, 66.6% at NHI and 61.8% at Heritage receive F/R meals. In 2019-2020, these three (3) schools provided free meals to all students through the Community Eligibility Provision offered by the USDA to the National School Lunch Program. These percentages also indicate a significant number of students who are at-risk for poor school performance and the need for additional support to improve academic achievements due to economic challenges. These schools have been selected to be served based on the high rate of poverty and student academic achievements. The tables below provide demographic information and evidence of the need for 21st CCLC programming at these three (3) schools, including each school’s ILEARN passing rates which are below state averages. ***It is important to note that since New Haven Primary serves K-2, there is no ILEARN data for this school.*

Chart III. 2018-2019 ILEARN Proficiency Rates

Subject Area	Indiana Proficiency Rate	New Haven Intermediate Gr. 3-5	Heritage Elementary Gr. 3-6th
Math	48.7%	41.1%	47.4%
ELA	48.9%	35.3%	44.9%
3 rd Grade Reading	87.3%	77.5%	83.3%

Additional school data on race, attendance rates, discipline, etc. are listed below in Charts IV, V and VI.

Chart IV. Racial Data

2018-2019	New Haven Primary Gr. PreK-2	New Haven Intermediate Gr. 3-5	Heritage Ele. Gr. K-6
White	74.4%	71.3%	65.6%
Black	7.5%	12.8%	13.1%
Hispanic	9.6%	6%	11.2%
Multiracial	7.3%	8.8%	6.6%
Asian	1.3%	1.2%	1.3%
Native American	0%	0%	.4%



Chart V. Additional School Data

School	F/R Lunch Rate	ELL Students	Special Ed.	Attendance Rate
New Haven Primary	65.9%	1.7%	13.7%	96%
New Haven Intermediate	66.6%	1.2%	17.9%	96%
Heritage Elementary	61.8%	5.9%	21.4%	95%

Chart VI. 2018-2019 Discipline Data

School	Referrals (Administration talks with student)	In-School Suspensions	Out-of-School Suspensions	Expulsion
New Haven Primary	189	1	6	0
New Haven Intermediate	216	0	68	0
Heritage Elementary	273	48	43	0

2. Current Programming: In the New Haven Community where both New Haven Primary and New Haven Intermediate Schools are located, there is one (1) church and (1) for-profit childcare provider. The primary service gaps between these two (2) service providers and 21st Century LEARN is that they

- a) do not provide academic enrichment/homework help
- b) have a connection/communication between its staff and each child’s teacher
- c) do not use evidenced based curriculum, or
- d) align activities to the school day.

For families whose child/ren attend Heritage Elementary School, there are no other service providers outside of home daycares for children. LEARN is the sole provider for out-of-school programming for Heritage Elementary students through Cohort 8 CCLC.

3. Enhance or Expand: A 21st Century Community Learning Center Grant would expand the number of students served who are academically and economically challenged through after-school and summer programs

School/Program Name	Current Services (Schedule, # of Youth Served)	Expanded Services/ Program Enhancements
<i>New Haven Primary (grades K-2)</i>	Monday-Friday; Before school program (7-9 AM) provides center and recreational activities; after-school program (3:30-6 PM) provides snack, homework help, structured activities, arts & crafts, and recreation; fee	21 st Century LEARN (after-school only) enhancements include literacy and math curriculum, age appropriate drug prevention curriculum; volunteer tutors; family nights Will serve 15 students.



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	based; serves 30 in AM and 25 in PM	
<i>New Haven Intermediate (grades 3-6)</i>	Monday-Friday; Before school program (7-9 AM) provides center and recreational activities; after-school program (3:30-6 PM) provides snack, homework help, structured activities, arts & crafts, and recreation; fee based; serves 25 in AM and 20 in PM	21 st Century LEARN (after-school only) enhancements include literacy and math curriculum, age appropriate drug prevention curriculum; volunteer tutors; family nights Will serve 20 students.
<i>Heritage Elementary (grades K-6)</i> <u>Cohort 8 - 21st CCLC program site</u>	After-school program (2:30-6 PM) snack, homework help; volunteer tutors; academic enrichment activities; KidzLit and KidzMath curriculum; online learning; recreation; family nights; free program. Serves 30 students.	Since 21 st CCLC funding will end in May 2021 through another 21 st CCLC awardee, 21 st Century LEARN will allow CCLC programming to continue; Monday-Friday; 2:30-5:30 PM. Will serve 25 students.
<i>Summer LEARN</i>	Monday-Friday; 6:30 AM – 6 PM; weekly themed-based activities; structured activities; Club Time; recreation and field trips. Breakfast, lunch and PM snack. Served 30 students in 2020.	21 st CCLC funding would enhance the 21 st Century Summer LEARN program by adding in structured academic sessions in math, science and reading which rotate from 8-11:30 AM. Will serve 30 students.

4. Identified Needs: Needs and services were identified through meetings with LEARN Resource Center’s QPSA (Quality Program Self-Assessment) committee members and school personnel. Data from previous school years was analyzed and each school’s current improvement plan were reviewed. In addition, surveys were collected from parents and students currently participating in LEARN programs. The areas of greatest need for improvement that LEARN Resource Center’s services could address were identified as reading comprehension and reading at grade level as well as math computation.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration:

LEARN Resource Center is collaborating with East Allen County Schools to serve EACS



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students who are economically disadvantaged and identified in need of academic support outside of school hours. East Allen provides program space and janitor service at each school at no cost to LEARN. During the summer, East Allen will rent space to LEARN for its 9-week 21st Century Summer LEARN program at a discounted rate.

LEARN Resource Center met with staff with the Powerhouse Youth Center also located in New Haven. Powerhouse staff provided “Too Good for Drugs” during its summer program for student in grades 4-6. During the schoolyear, Powerhouse staff would not have the time to provide this program for 3 sites so it was decided that LEARN would collaborate with staff from the Powerhouse who will provide training for all three (3) Site Directors on the “Too Good for Drugs” curriculum. Once trained, Powerhouse staff will serve as a mentor for LEARN staff as staff implement curriculum into the after-school programming.

“Too Good for Drugs” was selected as the elementary level curriculum by grade helps participants build self-efficacy and confidence. In addition, other concepts taught include: managing mistakes and disappointment, resisting peer pressure, understanding peer influences and making healthy choices. LEARN will utilize the elementary level curriculum of Too Good for Drug by grade.

2. Identifying Partners: In considering partnerships, LEARN Resource Center chose to partner with other agencies/organizations which would provide in-kind services or reimburse the organization for providing a service. Any “collaborator” charging fees for their services would not be considered a partner, but a vendor.

3. Volunteers: LEARN Resource Center partners with area universities (St. Francis, Indiana Tech and Purdue) to serve as work-study sites for students awarded work-study funding. Work-study students are considered volunteers with LEARN who help participants with homework, practicing math and reading skills. All volunteers receive a criminal background and reference check as well as participate in program orientation similar to employee training before being allowed to work with students.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. Recruitment Criteria:

LEARN Resource Center will work directly with each school’s administration throughout the process for determining eligibility of program participation. The three (3) schools where students will be served are Title I eligible and are:



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New Haven Primary	Grades K-2	65.9% Free/Reduced Lunch Rate
New Haven Intermediate	Grades 3-6	66.6% Free/Reduced Lunch Rate
Heritage Elementary	Grades K-6	61.8% Free/Reduced Lunch Rate

Prior to the beginning of each school year, the CCLC Program Director will meet with each school’s principal and review the criteria to be utilized. The criteria is as follows:

- a) Student has been identified as performing below grade level **and/or**
- b) Student did not pass (performed below grade level) on either/both math and ELA sections of ILEARN **and/or**
- c) Student has received a “C” or lower in either/both math and ELA during the last quarter of the previous school year or in the first quarter of the current school year.
- d) Student struggles with classroom performance (i.e. turning in homework on time, completing homework).
- e) Student has been identified as economically disadvantaged.
- f) Student has the capacity to improve academic performance.

Once students have been identified, school teachers will send home a letter to each child’s parent explaining the 21st Century LEARN program which will also include a registration form.

LEARN Resource Center will be able to offer its after-school program for \$10/week and utilize a sliding scale for those families who economically cannot afford the fee. Program fees could be used to purchase items such as arts & crafts supplies and games for the 21st Century LEARN Program sites. Siblings of identified CCLC students who do not meet the above criteria are eligible to participate in LEARN’s regular after-school programming at each school. For these students, parents will pay at the agency’s regular sliding scale rates. Families in need can request financial assistance through the organization’s Scholarship Fund.

2. Community Data: “The impact of poverty on a child’s academic achievement is significant and starts early,” says Jonah Edelman, PhD, co-founder and chief executive officer of Stand for Children, a nonprofit education advocacy organization. “Young children growing up in poverty face challenges with cognitive and literary ability and [often] begin school both academically and socioeconomically behind their peers from higher-income backgrounds.”

In addition to the above, a 2011 study by the Annie E. Casey Foundation, “Double Jeopardy: How Poverty and Third-Grade Reading Skills Influence High School Graduations” found that students who don’t read well in the third grade are more likely to drop out or fail to finish high school at a rate four times greater than proficient readers.

LEARN Resource Center recognizes the impact income has on student school success. Because of the high rate of economically challenged students attending each of the three (3) proposed



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school sites, 21st Century LEARN programming will provide academic support to help improve participants' school performance.

3. Parental Involvement: LEARN Resource Center will effectively engage families in multiple ways.

- Parents/guardians will receive orientation on program expectations, parent, student and staff responsibilities and opportunities provided for children and parents.
- Regular/daily communication with parents/guardian at time of drop off and pickup
- Monthly newsletters, social media posts, flyers and Remind text messages will provide program information and community engagement opportunities in Allen County.
- Quarterly parent conferences will be utilized to review each child's Participation Report (see above)
- Parent Advisory Committee openings are available each school year and parents are invited to participate with additional program stakeholders to review data and provide feedback/ideas on improving LEARN Out-of-School Programs.
- Provide literacy nights for families twice per year providing parents information on a variety of topics such as helping a reluctant reader; provide free books for participating.
- Parent surveys will be completed twice per year to obtain topic areas that parents would like to learn about (i.e. bullying, childhood health/nutrition, literacy, etc.) and provide at Family Night...
- Invite parents to participate in the IN-QPSA process and share results (action plan) with all families.

4. Snack and/or Meals:

LEARN Resource Center is presently an approved provider for the Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP) with the Indiana Department of Education. LEARN Resource Center staff has been trained in planning appropriate snack menus to provide a wide variety of nutritious snacks that are served Monday – Friday. In the summer, LEARN provides free breakfast and lunch to all participants through the SFSP. The agency's nutrition services coordinator plans each month's snack menu and all summer meals, following CACFP and SFSP guidelines and requirements. LEARN Resource Center receives monthly reimbursements from CACFP and SFSP for snacks/meals provided to youth that is then applied to the cost of food and supplies purchased. Snacks requiring preparation will be prepared at the LEARN Resource Center located at 610 Professional Park Drive by the nutrition services coordinator and transported (according to Board of Health requirements) to each school by agency Site Directors or other designated staff. Summer meals are made on site at the summer program location.

5. Weekly Schedule:

LEARN Resource Center's 21st Century Community Learning Center programming will be held on-site at the targeted elementary schools Monday – Friday. New Haven Primary and New Haven



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Intermediate will operate its 21st Century LEARN After-school Program a total of 12.5 hours per week and Heritage Elementary will operate its after-school program for 15 hours per week. Program will be held for 147 days during the 2021-2022 school year. Parent engagement activities will be held every other month (4 times per year) for 2 hours for a total of 8-hours per year. Summer programming will be offered Monday-Friday for 9 weeks for 4-hours each day.

Hours and Weeks of 21st CCLC Program Operation for Students and Families				
School Year – Hours per day				
	Weekday Before school	Weekday After school	Weekend Days	Evening
Hours with Students	0	12.5/15	0	0
Hours with Family members	0	0	0	2 hrs. every other month
Number of days per week	0	5	0	0
Number of weeks	0	27	0	
Total Program Hours	0	337.5/405	0	8
Summer – Hours per day				
	Weekday	Weekend Days	Evening	
Hours with Students	20	0	0	
Hours with Family members	0	0	3	
Number of days per week	5	0	0	
Number of weeks	9	0	0	
Total Program Hours	180	0	0	

Each site follows the same basic schedule with timing adjustments based on each sites' school release time. A sample daily after-school schedule is as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30-4:00 pm (NHP & NHI)	Yak & Snack	Yak & Snack	Yak & Snack	Yak & Snack	Yak & Snack
2:30-3:00 pm (HES)					
4:00-4:45 pm (NHP & NHI)	Homework/ Academic Centers & Reading	Homework/ Academic Centers & Reading	Homework/ Academic Centers & Reading	Homework/ Academic Centers & Reading	Enrichment activities aligned with student interests.
3:00-3:45 pm (HES)					
4:45-5:15 pm (NHP & NHI)	Math Enrichment	Literacy Enrichment	Science Enrichment	Literacy Enrichment	Arts & Crafts/Children's Choice
3:45-4:30 pm					



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(HES)					
5:15-6:00 pm	Recreation/play time	Recreation/play time	Recreation/play time	Recreation/play time	Recreation/play time
4:30-5:30 pm					

Yak & Snack: Each program day starts with snack and time to hangout and talk, any program announcements are made, and students with birthdays are acknowledged. NHI starts with 15-mins. free time, then switches to Yak & Snack.

Homework/Academic Centers & R-20 Time: Students break out in small groups based on grades and student academic needs. Academic centers provide student directed activities in ELA and math skills, aligned academic standards and school day curriculum. R-2-0 is a designated time for reading each day as each school requires students to read a minimum of 20-minutes per day. For children not able to read or are struggling readers, staff work with these students in small groups, reading aloud to students.

Literacy Enrichment: Activities include KidzLit curriculum, Reader’s Theater, buddy reading/small group reading, ELA games, Epic! and online ELA apps.

Math Enrichment: Activities include KidzMath, math games, and online math apps.

Science Enrichment: STEM activities are provided weekly.

Friday Enrichment: Each Friday’s enrichment activity will rotate between 4-H, guest speakers, and student selected activities.

Arts & Crafts: Students are provided specific arts & crafts activities as well as opportunities to create their own designs/projects.

Recreation/Play time: Each day, students are provided time to play outside or in the gym during inclement weather.

Sample summer program schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
6:30-8:00	Breakfast & center activities	Breakfast & center activities	Breakfast & center activities	Breakfast & center activities	Breakfast & center activities
8:00-8:30	Outside/gym free time recreation	Outside/gym free time recreation	Outside/gym free time recreation	Outside/gym free time recreation	Outside/gym free time recreation
8:30-11:30	Academic Enrichment Rotations	Academic Enrichment Rotations	Academic Enrichment Rotations	Academic Enrichment Rotations	Weekly theme-based enrichment
11:30-12:30	Lunch and recreation time	Lunch and recreation time	Lunch and recreation time	Lunch and recreation time	Lunch and recreation time



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12:30-1:00	Reading	Reading	Reading	Reading	Reading
1:00-4:00	Weekly theme-based enrichment/Club activities	Weekly theme-based enrichment/Club activities	Weekly theme-based enrichment/Club activities	Weekly theme-based enrichment/Club activities	Educational/fun field trip
4:00-6:00	Free choice activities	Free choice activities	Free choice activities	Free choice activities	Free choice activities

6. Alignment to Standards: Each 21st Century LEARN program site will have an advisory committee comprised of a school representative, parent representatives, a participant (from sites serving 5th & 6th grade), and program staff. Part of the responsibilities of each committee is to review parent, teacher and student surveys, participate in the IN-QPSA process and review program activities to ensure the 21st Century LEARN program is aligning with Indiana Afterschool Standards and Indiana Academic Standards.

East Allen County Schools has provided LEARN with the district’s curriculum bundles by grade which allows LEARN staff to track what students are and will be learning throughout the school year by grade. This information, along with monthly meetings with the school designate Lead Teacher for each grade will enable LEARN staff to align its programming to what is being taught in the classroom.

7. Staff Recruitment and Retention: Staff will be recruited through advertising at local university career centers, the agency’s social media accounts and other free resources, such as Indeed.com which will reach a variety of applicants with different backgrounds. LEARN will follow its employee hiring policies as well as following the Indiana Afterschool Standards 30-32 (hiring, qualifications, orientation & training).

Key personnel and hourly rate and benefits for 21st CCLC staff positions include:

Title and # in Position	Hourly Rate/Benefits
Program Director/Site Director -1	\$15/hr. x 40 hrs./wk. x 52 wks.; Health/Dental/Life insurance premiums pd by organization; Paid Personal Time Off
Site Directors - 2	\$13/hrs. @ 28 hrs./wk. x 52 wks; Paid Personal Time Off
Program Instructors - 3	\$11/hr. x 17 hrs./wk. x 40 wks. (schoolyear); \$11/hr



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	x 25 hrs./wk. x 11 wks. (summer)
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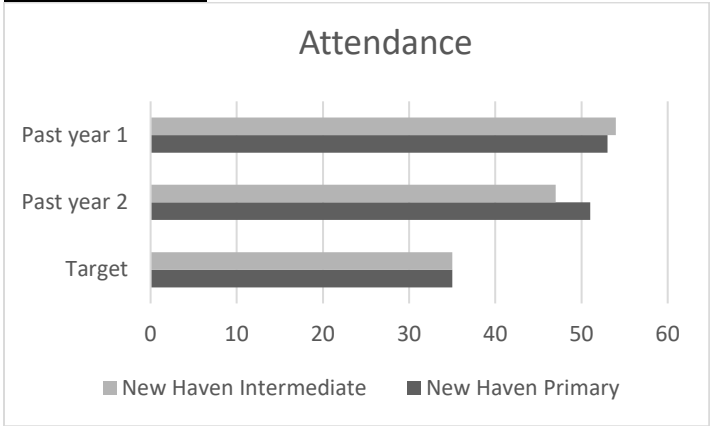
On-going professional development will be provided to all CCLC program staff. Training at time of hire will encompass the following areas: CPR and 1st Aid, Child Abuse & Neglect, program orientation, Child & Adult Food Care, and positive discipline. In addition, staff will receive training throughout the program year in areas of professionalism, child development,

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

LEARN Resource Center has successfully provided 21st CCLC programming at two elementary school sites in East Allen County from August 2010 through May 2018. LEARN Resource Center implemented before and after-school programming New Haven Primary School (NHP) and New Haven Intermediate School (NHI). At these sites, LEARN Resource Center built effective programming and established strong connections with the school teachers and administrators. Evidence for these strengths is demonstrated through successful student recruitment and retention and academic achievement of student participants.

Evaluation data collected during the last two years of programming at NHP and NHI show that LEARN Resource Center has successfully recruited and retained high numbers of participants for program.

Attendance Data



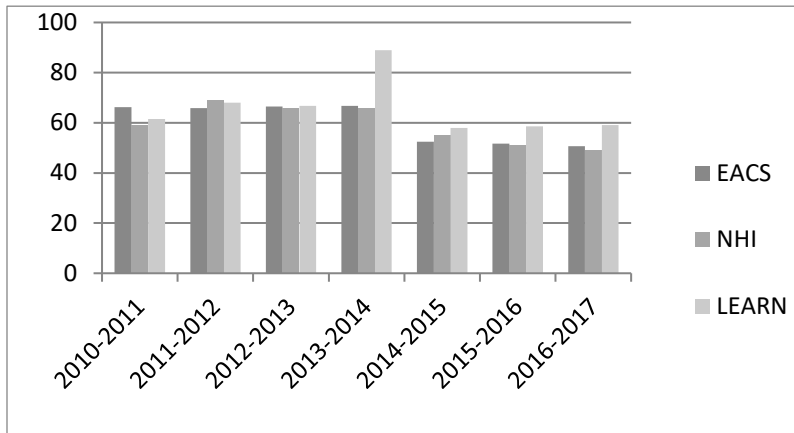
Attendance patterns from the past three years demonstrates that LEARN Resource Center can serve 80 students in future years, as proposed in the current application at these two schools.

In addition to LEARN’s success with recruiting and retaining students, students participating in LEARN’s previous 21st CCLC program (at New Haven Intermediate and its present contracted CCLC program at Heritage Elementary) performed better on ISTEP. The charts below compare LEARN participants’ passing rates with the school’s and district’s passing rates.

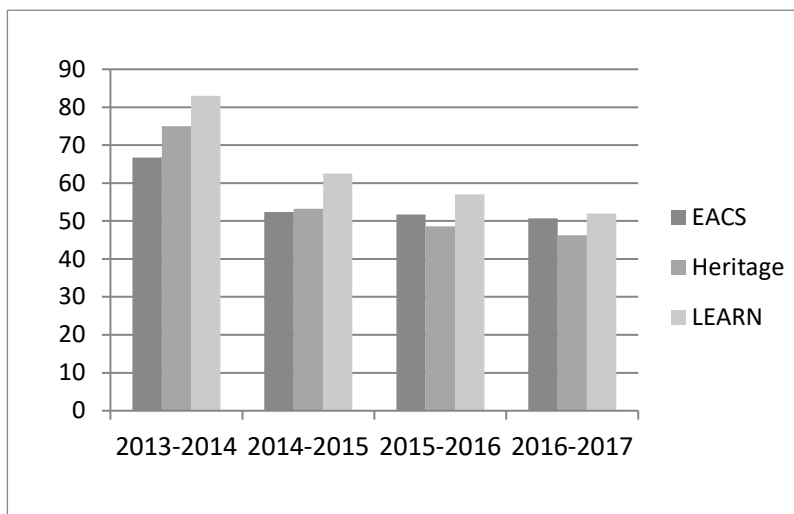


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New Haven Intermediate (3rd-5th) Comparative ISTEP Passing Rates 2010-2017



Heritage Elementary (3rd-6th) Comparative ISTEP Passing Rates 2013-2017



In addition to this information, LEARN’s 21st CCLC Local Evaluation Executive Summary from 2017 (Cohort 7, Yr. 3) and 2018 (Cohort 7, Yr. 4) and its Yr. 4 Professional Development plan have been included to this proposal as Attachment 4.

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming

LEARN’s program model implements KidzLit (evidence-based) and MyOn (evidence-based) as part of its literacy enrichment to promote skill building in reading comprehension. KidzMath (evidence-based) curriculum as well as online academic resources (i.e. Cool Math) will help participants practice math skills. In addition to the use of this curriculum, LEARN will also provide homework assistance, tutoring, and a wide variety of additional enrichment activities to



build skills.

A review of students’ grades at the end of the 1st Semester will allow staff to evaluate any need for programmatic changes to be made in during 2nd Semester. Below is a table outlining the 21st Century LEARN goals, objectives, activities, performance measures and assessment strategies.

2. Table Below:

Performance Measures - Elementary				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve academic achievement.	1 a.) Increase math achievement among regular attending participants.	Daily homework assistance in math and ELA by trained adults.	1 a.) 60% of regular participants achieving a “C or P” or lower math grade in the fall will increase their grade by spring semester.	1 a.) Student report cards
	1 b.) Increase ELA achievement among regular attending participants.	KidzLit research-based reading enrichment program.	1 b.) 60% of regular participants achieving a “C or P” or lower ELA grade in the fall will increase the grade their grade by spring semester.	1 b) Student report cards 1 c1) mCLASS math scores
	1 c.) Increase student success on school assessments in math.	MyON research-based digital reading program w/ embedded metrics to track activity and measure reading growth.	1 c1.) K-2 nd : Spring proficiency rates on the math portion of mCLASS or other test as determined by each school will increase from fall proficiency rates for regular participants.	1 c2) NWEA math scores 1 d1) DIBEL reading scores
	1 d.) Increase student success in school assessment in reading.	Provide parents training on MyON and its use at home. Provide academic enrichment activities and educational games aligned with State academic	1 c2.) 3-6: Spring proficiency rates on the math portion of NWEA or other test as determined by each school will increase from fall proficiency	1 d2) NWEA reading score



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		<p>standards in math.</p> <p>Provide academic and enrichment activities and games that align with State academic standards in ELA.</p>	<p>rates for regular participants.</p> <p>1 d1.) K-2nd: Spring proficiency rates on the reading portion of DIBELS or other test as determined by each school will increase from fall proficiency rates for regular participants.</p> <p>1 d2.) 3-6: Spring proficiency rates on the reading portion of NWEA or other test as determined by each school will increase from fall proficiency rates for regular participants.</p>	
<p>2. Improve Social and Behavioral Outcomes.</p>	<p>2a) Increase regular participants' daily physical activity.</p> <p>2b) Regular participants will have fewer in-program behavioral reports.</p>	<p>2a1) Provide group and individual physical activity choices utilizing research-based CATCH Kids Club (K-1) Healthy Habits and Nutritional Manual and Physical Activity Pack for after-school programs.</p> <p>2a1) Provide monthly incentive for participants who log a minimum</p>	<p>2a) 75% of regular students will engage in a minimum of 1-hour daily physical activity.</p> <p>2b) 80% of regular participants will receive no more than 3 written behavior reports per school year.</p>	<p>2a) Participant activity logs.</p> <p>2b) LEARN incident report logs.</p>



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		<p>of 1-hour physical activity daily.</p> <p>2b) Provide enrichment activities in positive decision-making, character development and positive behaviors utilizing research-based lessons that align with State academic standards.</p>		
<p>3. Increase Family Involvement.</p>	<p>3a.) Parent/caregiver helps student with projects or schoolwork</p> <p>3b.) Parent/caregiver checks student's homework before it is turned in.</p>	<p>3a) Provide training during Family Nights on how to support your child's education.</p> <p>3b.) Provide orientation for all participant's parents outlining parental responsibilities and LEARN responsibilities. Check students' homework folders for parent initials on Fridays.</p>	<p>3a) 65% of parents will report implementing something they learned at a Family Night event.</p> <p>3b) 90% of parents will check their child's homework by initially on the Parent Review Homework Log that they check their child's homework.</p>	<p>3a) Annual parent surveys</p> <p>3b) Homework logs</p>



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PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan: LEARN Resource Center will communicate with each school's principal on a bi-monthly basis through emails and/or face-to-face meetings. The annual report completed by the CCLC local evaluator will be provided to each school's principal, the Assistant Superintendent of Elementary Education and the East Allen County Schools' Superintendent.

All parents of active 21st CCLC participants at each school will be notified of family programs through each site's monthly newsletter, agency social media accounts, flyers sent home with child, Remind text messages, and through verbal communication with parents when they pick up their child from program.

LEARN Resource Center staff will obtain written parental consent at time of enrollment from parents of 21st CCLC participants which allows East Allen County Schools to provide student achievement data (including DIBELS, NWEA, ILEARN test scores, attendance information, grades, and teacher surveys) to LEARN Resource Center staff for the purpose of program evaluation. This consent/authorization will also include permission for LEARN Resource Center personnel and East Allen County School personnel to communicate pertinent information about participating students including, but not limited to, teachers, faculty and school administration. Communication may be electronic through emails or verbally in person or over the telephone.

Since each CCLC program is located at the school, Site Directors will have direct contact with classroom teachers of participating student to discuss student progress and/or areas needing improvement. Contact with teachers will be made either verbally or electronically through email. Site Directors also have direct contact with parent(s)/guardian(s) of participants to discuss progress and/or areas needing improvement on a daily basis. Communication between parents and staff is vital to engaging parents in their child's day, to know what the child worked on and what he/she may need to continue working on at home. Direct contact with parents/guardians will be made primarily in person at program drop off and pickup times, and on occasion, over the telephone. Quarterly Participation Reports will also be completed by program staff for each program participant. This report will make sharing each child's level of engagement and behavior in before/after-school programming easy. This report is reviewed with each child's parent/guardian, a copy given to the parent/guardian and a copy provided to each child's teacher.

LEARN Resource Center will also communicate with other stakeholders through quarterly newsletters, social media and face-to-face meetings.

2. 21st CCLC Terminology: LEARN Resource Center commits to referring itself as a 21st Century Community Learning Center and will use the 21st CCLC logo on all program materials, both informational and promotional. This will include brochures/flyers, website, social media posts, press releases, registration forms, etc. As a currently contracted 21st Century Community Learning Center serving Heritage Elementary, the terminology and use of logos is already a standard with LEARN Resource Center.



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PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. Professional Development Plan: See attached.

2. Assessment: Staff professional development needs will be obtained during weekly staff meetings. Due to the variety of types of training staff may need/request, the Indiana Afterschool Academy webinars will be utilized to individualize staff training. Staff will also complete an annual needs assessment which will also aid in identifying professional development needs of staff.

3. Staff Plans: Certain professional developments will apply to all employees and some just to those staff in certain positions such as Positive Discipline, CPR/1st Aid, and 21st CCLC program objectives and goals. The Program Director will require more individualized training in leadership, program development and administration of the 21st CCLC program. Site Directors will require specific training in program planning and implementation, supervision of Program Instructors and volunteers. Program Instructors will benefit from professional development in areas that strengthens their ability to work effectively with participants. The Program Director will attend required state and regional 21st CCLC trainings.

4. Enhancing Quality: Each 21st Century LEARN staff will work toward obtaining Child and Youth Care Certification. By having well-trained staff, the 21st Century LEARN program quality will be enhanced, be better equipped to work with children, have a positive impact and reach program goals and objectives.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

11. EVALUATION

1. Evaluation Plan:

Evaluation of 21st CCLC programming provided by LEARN Resource Center will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Implementation of high-quality out-of-school-time programming will be conducted through annual site visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program progressing toward its performance measures included in the *Program Implementation Table* presented in section 8 of the proposal. Data collection and assessment strategies used to track progress towards performance measures



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are described in detail below and are noted to the *Program Implementation Table* in section 8.

- Type of Data to be Collected** – Daily attendance, demographics, math and reading grades, and reading and math assessment results will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).
- When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics
March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Academic/school-based data: Grades; Local Assessments	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as local assessments (DIBELS, NWEA) and the statewide



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Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.

- **Utilizing Data for Program Improvement** - Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

2. Local Evaluator:

LEARN Resource Center has retained the services of Limelight Analytics to provide evaluation services for proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with East Allen County Schools to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King’s evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school districts and community-based agencies.

3. Strategies of Measurement:

Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Program Implementation Table* in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the *Indiana 21st CCLC Performance Measurement Framework*:



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Academic, Social/Behavioral, and Family Engagement. All proposed performance measures represent outcomes (e.g., changes in the knowledge, attitudes and/or behavior of 21st CCLC participants or their family members), as required by IDOE. In addition, the total number of performance measures does not exceed the maximum of 12 allowed by IDOE.

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades and DIBELS, mCLASS, and NWEA scores, the formative assessment instruments used by East Allen County Schools. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be collected from the school district using pre-determined data sharing procedures outlined in the Memorandum of Understanding. These data will be securely stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

Although the *Indiana 21st CCLC Performance Measurement Framework* does not require that performance measures include metrics representing program attendance, participants' attendance patterns represent critical indicators of success for delivering consistent levels of academic, social, and behavioral support to Indiana students. As such, program attendance data will be tracked daily for all participants and regularly updated in the Cayen Systems 21 APR data management system. Using reports generated from Cayen Systems, these data will be reviewed quarterly by program leaders and the evaluator to ensure each program site is progressing toward meeting the RAP targets set forth in this proposal.



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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

1. **Transportation To and From:** Both New Haven Primary and New Haven Intermediate are located in the City of New Haven. At the end of each school day, students will report to the cafeteria for program and remain in program until their designated ride picks them up from school.

Heritage Elementary School is located in a rural area. Students who live greater than 5 miles away from the school or who would otherwise not have transportation home will be able to ride an East Allen County School bus home.

Parents are responsible to notify LEARN Resource Center staff if a child who has participated in the school day will not participate in the after-school program. LEARN Resource Center will communicate with school personnel daily on students who are absent from school to ensure all students who attended school will attend the after-school program.

2. **Needs of Working Families:** All programs (after-school and summer) end at 6 PM. This allows time for a parent to pick up their child(ren) or arrange for another adult to pick up their child(ren) at the end of the program day. To eliminate any transportation issues, LEARN connects parents needing carpooling with each other.

3. **On-site safety:** Safety of children at each after-school and summer program site is a must for LEARN Resource Center. The agency has developed written safety policies that align to the Indiana After-school Standards on Safety, Health and Nutrition. Staff receive training at time of hire and annually on the agency's policies and procedures on safety, safe supervision, and the State Safety Standards (including IN Rule 4.6).

LEARN staff utilizes a safety checklist for space and equipment that is utilized at the beginning of each program year and quarterly thereafter to ensure equipment is maintained and program spaces meet State safety codes and are free of hazards. Site Directors are required to notify the school principal of any unsafe situations and/or equipment found at the school.

After-school staff are required to use a closed-circuit radio system that allows staff to be in continuous contact with each other. This provides added security for staff and students as staff report their movement to and from various program areas and to inform their co-workers if there is a student who might need 1st Aid (Band-Aid or ice pack) or if there is a child needing more behavioral support than that staff can provide, etc.

All program locations are secured with all entrances locked. Staff follow school policies on safety at each school location during after-school and summer. Any parent or designated adult listed on the child's registration form who pick-ups a child from program is required to provide a photo ID



21ST CCLC

(until staff become familiar with the parent/adult) before signing out any child. If there is a court order restricting a child's contact with any individual, LEARN Resource Center requires a copy of all legal documents be on file at the program site. No child is allowed to sign themselves out of the program (per agency policy). All staff are trained on these procedures. The agency strives to maintain a 1:10 adult to child ratio. At no point will the agency's adult to child ratio exceed 1:50. Management staff will fill in if needed to maintain proper child:adult ratios.

4. Hiring Practices: All positions with the agency have a job description which outlines each position's minimum requirements and align with the Indiana Afterschool Standards for employment. Potential employees must have satisfactory reports from law enforcement agencies which include background/criminal history, Registered Sex Offender, and references checks as well as drug screen prior to hire.

Upon hire all staff are required to obtain the following training and certifications:

- a) 1st Aid and CPR certification (within 60 days of hire)
- b) Recognizing and Reporting Child abuse and neglect
- c) Ages and Stages of childhood development
- d) Conflict resolution
- e) Child and Adult Food Care Program
- f) Emergency preparedness
- g) Incident and accident reporting
- h) Health and safety policies including hand washing and cleaning program space & equipment

The agency's Program Director is responsible to ensure that all employment requirements are met and completes any follow up that may be needed. Documentation of the above is kept in each individual's personnel file and is only accessible to the agency's Executive Director and Operations Director. Employees may request to view the documentation. Personnel files are kept in a locked drawer at the agency's business office.

5. Background Checks: Potential employees must have satisfactory reports from law enforcement agencies which include background/criminal history, Registered Sex Offender, and references checks prior to hire.

BUDGET (15 POINTS; NO NARRATIVE-BUDGET SHOULD BE COMPLETED SEPARATELY)

See Attached



21ST CCLC

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

LEARN Resource Center recognizes the importance of long-term sustainability as it has been able to sustain its programming for 54 years, including the past two (2) years since funding received from Cohort 7 ended. As a nonprofit, LEARN relies on grants, donations, collaborations with other organizations and businesses, and the schools it serves.

With 21st CCLC funds, LEARN Resource Center will be able to offer its 21st Century LEARN Program for \$10 per week per student and use a sliding scale for economically challenged families so that all eligible students are able to participate if unable to pay. LEARN anticipates approximately \$6,000 in program revenue could be raised which will be used toward purchasing supplies for each program site.

Also, as part of its sustainability efforts, LEARN Resource Center offers regular after-school and summer fee-for-service programs for students who are not eligible for 21st CCLC programming for parents in need of high quality out-of-school programming. LEARN Resource Center is able to offer financial assistance for families who are unable to afford regular program fees to those who financially qualify. LEARN's program fees generate approximately 55% of the agency's annual revenue. Because of other grants and fundraising, LEARN is able to keep its fee-for-service rates 10-50% lower than other in-school after-care programs in Allen County.

LEARN Resource Center's Year One goal is to double the number of children being served at New Haven Primary, New Haven Intermediate and Heritage Elementary schools. In order to sustain this growth, the agency's board of director members will be responsible to recruit two (2) new individuals or businesses that provide a financial contribution or offer in-kind services for the organization. In addition, the agency's Executive Director will be responsible to increase and obtain new funding through foundation/business/ government grants.

The positive impact this would have means a growth in annual revenue from current and new funding sources. Unrestricted funds could be designated by the agency's board of directors as restricted for use after 21st CCLC funding ends.



2016-2017 Executive Summary

Students Served by the Program Site During Grant Cycle

	Year 1	Year 2	Year 3	Year 4
Total Attendance	48	47	51	
Less than 30 days	4	3	5	
30-59 days	3	2	5	
60 days or more	41	43	41	
Attendance Target (60+ days)	35	35	35	

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure & Target
0%	5% increase in proficiency rates on the DIBELS assessment from fall to spring
36%	8% increase in proficiency rates on the mCLASS assessment from fall to spring
100%	70% of K-1 regular participants will earn a grade of 'progressing' or better in math by the spring
93%	70% of K-1 regular participants will earn a grade of 'progressing' or better in ELA by the spring
73%	70% of 2 nd grade regular participants will earn a "B-" or increase their ELA grade by the spring
83%	70% of 2 nd grade regular participants will earn a "B-" or increase their math grade by the spring

2016-2017 Program Site Successes

- Program staff were very proactive in working with students to ensure they completed needed assignments, and providing support when needed. Students were obviously familiar with expectations during homework time, with most pulling out needed materials and beginning their assignments as soon as they were told to do so (Standard 13).
- Programming provided on the day of the site visit was well-aligned with STEM and included key concepts related to the scientific method (creating and testing hypotheses). The activities facilitated on each day were connected to those that preceded and followed them through concepts taught by the activity leader. (Standard 4).

Areas to be Strengthened in 2017-2018

- Program activities provided by is STEM-aligned and well-facilitated, but had a reduced impact when delivered in a large-group format. Staff should consider the possibility of having smaller groups of students participate in the partner-led exercises (e.g., 1st and 2nd graders) while the others participated in literacy-based or other enrichment activities (Standard 13).
- Program staff noted that time spent in the computer lab was often ineffective because the computers operated slowly or students were only marginally interested in the available educational games. Program staff should consider reducing the amount of time students spend on computers, instead focusing on interactive activities that allow students to use their hands, their imagination, and to understand things they don't often encounter in their day-to-day lives.



2017-2018 Executive Summary

Students Served by the Program Site During Grant Cycle

	Year 1	Year 2	Year 3	Year 4
Total Attendance	48	47	51	53
Less than 30 days	4	3	5	9
30-59 days	3	2	5	6
60 days or more	41	43	41	38
Attendance Target (60+ days)	35	35	35	35

2017-2018 Progress Toward Academic Performance Measures

Result	Performance Measure & Target
7%	5% increase in proficiency rates on the DIBELS assessment from fall to spring
16%	8% increase in proficiency rates on the mCLASS assessment from fall to spring
93%	70% of K-1 regular participants will earn a grade of 'progressing' or better in math by the spring
89%	70% of K-1 regular participants will earn a grade of 'progressing' or better in ELA by the spring
85%	70% of 2 nd grade regular participants will earn a "B-" or increase their ELA grade by the spring
92%	70% of 2 nd grade regular participants will earn a "B-" or increase their math grade by the spring

2017-2018 Program Site Successes

- Most students had homework or reading assignments and were given time to complete their work. Staff were available to answer questions and help with homework as needed (Standard 4 & 13).
- When students finished their homework or did not have any, they were instructed to write in their journals. Each grade level was given a journal prompt, to account for varying abilities, which were posted in the classroom. Since the site visit occurred the day after Halloween, the journal prompts were related to their costumes and trick-or-treating (Standard 13).

Areas to be Strengthened in 2018-2019

Facilitate Activities in Small Groups: Although the site visit occurred on the day with the highest level of attendance this year, it appeared academic free-time and games were facilitated in large groups. During the 'Leader Says' activity, all students participated in the game in the gym. However, it was difficult for students to stay focused on the game, and often several minutes passed before the next math problem was announced, mostly due to staff addressing behavior issues and reminding students to stay on task (Standard 13).



2016-2017 Executive Summary

Students Served by the Program Site During Grant Cycle

	Year 1	Year 2	Year 3	Year 4
Total Attendance	35	38	47	
Less than 30 days	3	4	4	
30-59 days	2	4	2	
60 days or more	30	30	41	
Attendance Target (60+ days)	35	35	35	

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure & Target
45%	50% of regularly attending students will meet Growth Goals on the ELA portion of the NWEA.
45%	50% of regularly attending students will meet Growth Goals on the Math portion of the NWEA.
76%	70% of 21st CCLC regular participants will earn a "B-" or better or increase their grade in ELA by Spring 2017
66%	70% of 21st CCLC regular participants will earn a "B-" or better or increase their grade in Math by Spring 2017

2016-2017 Program Site Successes

- Program staff have developed strong relationships with the school. The site coordinator works closely with school day teachers to identify areas in which students need additional help. Program staff also utilize a variety of resources, including the school's curriculum, students' tests and grades, and homework, to plan activities that align with the standards taught in the classroom during the school day (Standard 13).
- During homework time, staff were observed checking students' folders to see if they had homework. When students did not have homework or were finished, they were encouraged to read for 15 minutes before choosing to participate in a variety of board games or card games. The large cafeteria space allowed students to spread out during homework time, which was particularly helpful for those students who needed a quiet space to complete their work. After homework time, students typically participate in an academic enrichment activity. During the site visit, staff facilitated math races, where were differentiated based on grade level (Standard 4 and 13).

Areas to be Strengthened in 2017-2018

- The program benefits from having access to the large cafeteria space, so staff should split students up by those that have homework and those that do not and assign a staff member to each of the groups. Creating smaller groups during homework time would also allow students to benefit from receiving individual assistance on homework and create their own small groups for board or card games (Standard 4).
- Although literacy is a focus for program, there was only a single box of books and students appeared only moderately interested in them. Program staff should explore opportunities to check-out books from the library so students can have access to a more variety during programming (Standard 13).



2017-2018 Executive Summary

Students Served by the Program Site During Grant Cycle

	Year 1	Year 2	Year 3	Year 4
Total Attendance	35	38	47	54
Less than 30 days	3	4	4	10
30-59 days	2	4	2	4
60 days or more	30	30	41	40
Attendance Target (60+ days)	35	35	35	35

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure & Target
50%	50% of regularly attending students will meet Growth Goals on the ELA portion of the NWEA.
80%	50% of regularly attending students will meet Growth Goals on the Math portion of the NWEA.
86%	70% of 21st CCLC regular participants will earn a "B-" or better or increase their grade in ELA by Spring 2018
84%	70% of 21st CCLC regular participants will earn a "B-" or better or increase their grade in Math by Spring 2018

2017-2018 Program Site Successes

- Overall, the program is very intentional about supporting student learning: including daily reading time, practice with spelling words and math facts, and the use of evidence-based curricula such as KidzLit and Lego STEM activities (Standard 13)
- During the 20 minutes of structured reading time, students actually read quietly and most of them remained engaged during the allotted period time (something rarely observed during a structured reading time provided by an afterschool program).
- Program staff maintain written schedule on the white board, and many students were observed reading the schedule as they dropped off their coat and backpack before going to the gym. The written schedule helped students to predict the afternoon's activities and assisted with smooth transitions.

Areas to be Strengthened in 2018-2019

Remind Students of Expected Behavior Standards Through Announcements and Visual Aids

Program staff do a great job of posting the daily schedule and special announcements. However, students would also benefit from having their writing prompt and their behavioral expectations (or at least some of them) posted on or near the same white board. Students should be reminded frequently of the behavioral expectations before they have fail to meet them, and receive positive reinforcement when they do meet them (Standard 5). A few action items from the High Quality Program Practices Guide (p.37) provided by Limelight Analytics are provided below.

Professional Development Activities – 2017			
<i>Professional Development Activity</i>	<i>Provider of Activity</i>	<i>Relevant Program Objective</i>	<i>Expected Staff Outcomes</i>
Positive Discipline & Conflict Resolution	Vyju Kadambi	For staff to develop the necessary skills to use Positive Discipline when working with youth who have behavior issues and work with youth in conflict.	Staff will demonstrate positive discipline skills and work effectively with youth who have behavior issues.
CACFP (Child and Adult Care Food Program) & Civil Rights Training	LEARN Program Director	For staff to be knowledgeable of CACFP requirements and agency expectations.	Staff will demonstrate understanding of CACFP requirements and implement and operate this program component correctly.
Program Design	LEARN Program Director; Site Directors	For staff to receive training in program activities, schedules, transitions, etc.	Staff will implement daily after-school program and hold activities as scheduled for each day of program
Indiana After-school Standards	LEARN Program Director; Site Directors	Provide staff with knowledge on building a quality out-of-school program	Staff will be able to measure quality and help in planning for improvement
Literacy Training	Barb Horvath	Provide at minimum annual literacy training with topic dependent on needs identified by staff.	Staff will gain useful skills to work with children to improve their literacy skills.
Webinar Trainings related to CCLC staff positions	Indiana Youth Institute, Indiana Youth Pro, Youth for Youth	Provide staff with opportunities to learn new skills and gain relevant information	Increased knowledge of youth work
Summit on Out of School Time	Indiana After-school Network	For staff to receive useful information on working with youth, parents and operating effect programs	Increased knowledge in areas such as program planning, evaluations, etc.
KidzLit & KidzMath Curriculum	SEDL Training Kits & Site Directors	Staff will gain skills in effectively using KidzLit and KidzMath curriculum	Staff will successfully implement curriculum
National Afterschool Association Conference	Various presenters	For staff to receive useful information on working with youth, parents and operating effect programs.	Continuous quality improvement in agency after-school and summer youth programs.



IDOE 21st CCLC Program Professional Development Plan

Program Name	21 st Century LEARN
Program Director	Sharon Wilson

Professional Development Planning Process Reflection

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

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



IDOE 21st CCLC Program Professional Development Plan

Program Name	21 st Century LEARN
Program Director	Sharon Wilson
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 <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
<i>Leadership Development</i>	<i>ULead</i>	<i>Improve team dynamics Improve team communication skills</i>	<i>Improved efficiency of program operations</i>	<i>Program Director - 1 Site Coordinator – 2 Front Line Staff – 7</i>	4	\$1,500	50% from 21 st CCLC 50% from Title II	January 2020	Professionalism
CPR & 1 st Aid	New Haven Fire Dept.	Obtain and maintain required certification in CPR & 1 st Aid	Improved student safety	Program Director/Site Director - 1 Site Director-2 Program Instructors - 3	3	\$300	21 st CCLC	August 2021	Professionalism
21 st Century LEARN Staff Orientation	LEARN Resource Center	Understand the goals, objectives of program. Understand agency and program policies and	Improve employee's abilities to fulfill their role and responsibilities and improve program operations	Program Director/Site Director - 1 Site Director-2 Program Instructors - 3	4	\$100	21 st CCLC	August 2021	Relationship & Communication Professionalism



IDOE 21st CCLC Program Professional Development Plan

		procedures as well as rolls and responsibilities of staff.							
Child Abuse & Neglect	IN Dept. of Child Services Webinar	Understand the types of abuse & neglect, identify warning signs and know when and how to report suspected child abuse/neglect.	Improved understanding and ability to identify signs of child abuse & neglect and how to report suspected abuse and neglect.	Program Director/Site Director -1 Site Director-2 Program Instructors - 3	1	\$0	No cost	August 2021	Relationship & Communication Professionalism
Child & Adult Food Care Program, including Civil Rights Training	LEARN Resource Center	Understand CACFP policies, procedures and required documentation; understand civil rights in CACFP.	Improved knowledge of CACFP; increase skills on completing required paperwork.	Program Director/Site Director -1 Site Director-2 Program Instructors - 3	1.5	\$35	21 st CCLC	August 2021	Professionalism
Staff Development	Indiana Academy for Out-of-School Learning & Indiana Afterschool Network Webinars	Increase knowledge/understanding of youth development, working effectively with children,	Improved knowledge and ability to fulfil role and responsibilities as 21 st Century LEARN employee.	Program Director/Site Director -1 Site Director-2 Program Instructors - 3	\$150 for 1-yr access; all staff require 20-hrs annual online training	\$900	21 st CCLC	August 2021- June 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods



IDOE 21st CCLC Program Professional Development Plan

Quality Program Improvement	Bri Gaston-Bell with IAN	Increase staff ability to analyze IN-QPSA results and developing action plans	Improved quality self-assessment and impact on programming	Program Director/Site Director -1 Site Director-2	1	\$150	21 st CCLC	August 2021	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Too Good for Drugs curriculum training	Powerhouse Youth Center	Understand curriculum and teaching material and how to implement curriculum within the 21 st Century LEARN program.	Improved program quality and outcomes for participants	Program Director/Site Director -1 Site Director-2	4	\$0	Drug and Alcohol Consortium funding	August 2021	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Positive Discipline	Vyju Kamdambi	Understand and implementing techniques in managing children's behavior using positive discipline.	Improved skills on managing and improving children's behavior	Program Director/Site Director -1 Site Director-2 Program Instructors - 3	6	\$1,500	21 st CCLC	August 2021	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods

Professional Development Plan Cost:

Total Estimated Cost	\$2,985	% of Total Budget	1.8%
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Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center

21st Century LEARN -New Haven Primary

Category 1: Academic Outcomes

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

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

Focus Area: Academic Achievement

60% of regular participants achieving a "C or P" or lower math grade in the fall will increase their grade by spring semester.

60% of regular participants achieving a "C or P" or lower ELA grade in the fall will increase the grade their grade by spring semester.

K-2nd: Spring proficiency rates on the math portion of mCLASS or other test as determined by each school will increase from fall proficiency rates for regular participants.

K-2nd: Spring proficiency rates on the reading portion of DIBELS or other test as determined by each school will increase from fall proficiency rates for regular participants. **

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

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

Focus Area: Healthy Choices

75% of regular students will engage in a minimum of 1-hour daily physical activity.

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

80% of regular participants will receive no more than 3 written behavior reports per school year.

Focus Area: College and Career Readiness

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

65% of parents will report implementing something they learned at a Family Night event.

Focus Area: Involvement with Student's School

90% of parents will check their child's homework by initially on the Parent Review Homework Log that they check their child's homework.



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DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center

21st Century LEARN -New Haven Intermediate

Category 1: Academic Outcomes

- 1. *REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)*
- 2. *Choose 2 additional measures from the following Focus Areas:*

Focus Area: Academic Achievement

60% of regular participants achieving a "C or P" or lower math grade in the fall will increase their grade by spring semester.

60% of regular participants achieving a "C or P" or lower ELA grade in the fall will increase the grade their grade by spring semester.**

3-6: Spring proficiency rates on the math portion of NWEA or other test as determined by each school will increase from fall proficiency rates for regular participants.

[Grade Measure 4, if applicable]

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

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

Focus Area: Healthy Choices

75% of regular students will engage in a minimum of 1-hour daily physical activity.

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

80% of regular participants will receive no more than 3 written behavior reports per school year.

Focus Area: College and Career Readiness

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

65% of parents will report implementing something they learned at a Family Night event.

Focus Area: Involvement with Student's School

90% of parents will check their child's homework by initially on the Parent Review Homework Log that they check their child's homework.



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DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

East Allen Family Resource Center, Inc. D/B/A LEARN Resource Center

21st Century LEARN - Heritage Elementary

Category 1: Academic Outcomes

- 1. REQUIRED: Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)*
- 2. Choose 2 additional measures from the following Focus Areas:*

Focus Area: Academic Achievement

60% of regular participants achieving a "C or P" or lower math grade in the fall will increase their grade by spring semester.

60% of regular participants achieving a "C or P" or lower ELA grade in the fall will increase the grade their grade by spring semester.

K-2nd: Spring proficiency rates on the math portion of mCLASS or other test as determined by each school will increase from fall proficiency rates for regular participants.

3-6: Spring proficiency rates on the math portion of NWEA or other test as determined by each school will increase from fall proficiency rates for regular participants.

K-2nd: Spring proficiency rates on the reading portion of DIBELS or other test as determined by each school will increase from fall proficiency rates for regular participants. **

3-6: Spring proficiency rates on the reading portion of NWEA or other test as determined by each school will increase from fall proficiency rates for regular participants.**

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

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

Focus Area: Healthy Choices

75% of regular students will engage in a minimum of 1-hour daily physical activity.

Focus Area: Social/Emotional Learning

Focus Area: In-School or Afterschool Behavior

80% of regular participants will receive no more than 3 written behavior reports per school year.

Focus Area: College and Career Readiness

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

65% of parents will report implementing something they learned at a Family Night event.

Focus Area: Involvement with Student's School

90% of parents will check their child's homework by initially on the Parent Review Homework Log that they check their child's homework.



DEPARTMENT OF EDUCATION

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Working Together for Student Success

21st Century Community Learning Centers Grading Scales Used By Program Site

- "Site Name"** - Use a separate row for each site. Please enter the name of each site in a separate row. Depending on how many grading scales are used at each site, you may need more than one row per site.
- "For which grade levels is this scale used?"** - Enter the grade levels of students served at this site who are graded using this particular scale.
- Grades** - List, from highest grade possible to lowest grade possible, the possible grades included in this scale.
- Define the Grading Scale** - Provide definitions for the grades used in a standards-based grading scale. If the grading scale is a traditional A-F scale, enter NA.
- Are students assessed on the same indicators during each grading period?** Enter "Yes" if students are rated on the same indicators during each grading period. Enter "No" if the indicators on which students are rated change between grading periods. Enter NA if the grading scale is not a standards-based scale.

Site Name	For which grade levels is this scale used?	Grades (listed from highest to lowest)	Define the Grading Scale	Are students assessed on the same indicators during each grading period? (Yes, No, NA)
SAMPLE - Elementary School	K-2nd	E, M, P, N	E=Exceeding, M=Mastery, P=Progressing, N=Not Progressing	Yes
SAMPLE - Elementary School	3rd-5th	A, B, C, D, F	NA	NA

