

NAME OF LEA OR ORGANIZATION	KOKOMO SCHOOL CORPORATION
ADDRESS	1500 SOUTH WASHINGTON ST, KOKOMO
COUNTY	HOWARD
NAME OF CONTACT PERSON	DOROTHEA IRWIN
TITLE	ASSISTANT SUPERINTENDENT
PHONE NUMBER	765-455-8000
EMAIL	DIRWIN@KOKOMO.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	JEFF HAUSWALD
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	JHAUSWALD@KOKOMO.K12.IN.US

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
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 TH
BOULEVARD ELEM	58%	C	20	1-5
SYCAMORE ELEM	72%	C	20	1-5
LAFAYETTE PARK ELEM	60%	C	20	1-5
ELWOOD HAYNES ELEM	77%	D	20	1-5
BON AIR ELEM	82%	B	20	1-5
PETTIT PARK ELEM	82%	D	20	1-5

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	GRADES 1-5 AT 6 SITES
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	STEAM
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER SCHOOL 3:45-6:15 M-T FRIDAY 3:45-5:30
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	N

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

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

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

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

Kokomo School Corporation

Applicant Name (LEA or Organization)

Christina Brown, Asst. Superintendent
 Authorized Signature *Director*

8/12/20
 Date

SIGNED MOUs FOR ALL PROGRAM PARTNERS/LEAS


MEMORANDUM OF UNDERSTANDING

Between Mayor of the City of Kokomo and Kokomo School Corporation
regarding the 21st Century Community Learning Centers Grant

This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

The City of Kokomo wholeheartedly supports Kokomo School Corporation's pursuit of the 21st Century Community Learning Centers grant and will contribute to the Consortium through membership on the Advisement Council, the provision of trolley services for transportation, and participation in First Friday events.

 Signature	MAYOR Title	8/12/20 Date
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 Dr. Jeff Hauswald, Superintendent	Superintendent Kokomo School Corporation	8/12/2020 Date
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MEMORANDUM OF UNDERSTANDING

Between Kokomo Family YMCA and Kokomo School Corporation regarding the
21st Century Community Learning Centers Grant

This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

As a representative of the Kokomo Family YMCA, I am committing our organization to actively serve on the Kokomo Community Learning Centers Consortium (KCLCC) Advisement Council which will meet quarterly to collaboratively (1) collect and examine formative and summative data related to the success of the program, (2) analyze resources and evolving demands of the program, (3) offer and consider recommendations to improve the program, and (4) plan for sustainability at the conclusion of the four years of the grant.

In addition, our agency will contribute the use of our facilities conference rooms, as needed, for meeting space. And will be available for consultation and advice on the design of the program oversight and measurement of meaningful outcomes.

<u><i>Trish Severns</i></u>	CEO, YMCA of Kokomo, Indiana	8/12/2020
Signature	Title	Date
<u></u>	<u>Superintendent</u>	<u>8/12/2020</u>
Dr. Jeff Hauswald, Superintendent	Kokomo School Corporation	Date

MEMORANDUM OF UNDERSTANDING

Between Carver Community Center and
Kokomo School Corporation regarding the
Century Community Learning Centers Grant

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This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

As Executive Director of Carver Community Center, I am committing our organization to actively serve on the Kokomo Community Learning Centers Consortium (KCLCC) Advisement Council which will meet quarterly to collaboratively (1) collect and examine formative and summative data related to the success of the program, (2) analyze resources and evolving demands of the program, (3) offer and consider recommendations to improve the program, and (4) plan for sustainability at the conclusion of the four years of the grant.

In addition, our agency will contribute required facilities to facilitate the additional programs that will be added to our current programs to provide additional academic enrichment for the past 77 years with the mission "Building on the legacy of our community by promoting education, health, and well-being." The afterschool enrichment program will assist us to grow our current programs managed by our experienced and qualified staff and professional volunteers as we continue to offer the following after-school programs:

- ❖ Art Smart Club which offers elementary student's creative expression opportunities through Art via exposing them to drawing, painting, and other Art mediums.
- ❖ 4-H program that meets from March through July on projects that are presented annually at the County Fair. Some of the successful projects that have been displaying proper presentation of pictures that the student had taken and various Lego presentations.
- ❖ Girl Scouts meet weekly at Carver Community Center to give your girls the ability to complete various projects to achieve their different badges.



MEMORANDUM OF UNDERSTANDING

Between Kokomo-Howard County Public Library and Kokomo School Corporation
regarding the 21st Century Community Learning Centers Grant

This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

As Director of the Kokomo-Howard County Public Library, I am committing our organization to actively serve on the Kokomo Community Learning Centers Consortium (KCLCC) Advisement Council which will meet quarterly to collaboratively (1) collect and examine formative and summative data related to the success of the program, (2) analyze resources and evolving demands of the program, (3) offer and consider recommendations to improve the program, and (4) plan for sustainability at the conclusion of the four years of the grant.

In addition, our agency will contribute staff twice per month to interact with students at grant sites, providing reading motivation and enrichment programming. The staff will be a mix of professional and support staff, with professional supervision provided for program planning and preparation. In the course of a 12-month period, we will provide 24 hours of direct service and 24 hours of planning and preparation. We will also provide the hands-on learning materials required for the programs we present.

 _____	Library Director _____	08/12/2020 _____
Signature	Title	Date
 _____	Superintendent _____	8/12/2020 _____
Dr. Jeff Hauswald , Superintendent	Kokomo School Corporation	Date

MEMORANDUM OF UNDERSTANDING



Between United Way of Howard County and
Kokomo School Corporation regarding the
21st Century Community Learning Centers Grant

This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

As President of the United Way of Howard County, I am committing our organization to actively serve on the Kokomo Community Learning Centers Consortium (KCLCC) Advisement Council which will meet quarterly to collaboratively (1) collect and examine formative and summative data related to the success of the program, (2) analyze resources and evolving demands of the program, (3) offer and consider recommendations to improve the program, and (4) plan for sustainability at the conclusion of the four years of the grant.

In addition, our agency will contribute the use of our facilities conference rooms, as needed, for meeting space. We are also a “clearing house” of sorts for the corporate community for used and donated office furniture, equipment, supplies, etc., and would be able to offer these to the Learning Centers as our supply allows. The United Way of Howard County can also offer our communication abilities for marketing and advertising of the 21st Century Community Learning Centers. We have a large communication capacity through our 16 funded agencies, our website, our “Constant Contact” listings, and through the Big Table Coalition (a networking and learning group of approximately 120 agencies in the community). All of these options are thriving and have a significant ability to communicate the needs and resources of the Learning Centers. As volunteers would be needed, our 2-1-1 Call Center and Volunteer Activity Council can be utilized as a portal through which we connect qualified volunteers to programs and services. The Learning Centers’ programs and services can be entered into our 2-1-1 database adding them to the network of resources available to our community. Our 2-1-1 call center receives approximately 13,000 calls per year.

In addition, the United Way, as experienced grant makers, will be available for consultation and advice on the design of the program oversight and measurement of meaningful outcomes.

 _____ Signature	<u>President & CEO</u> _____ Title	<u>8-11-2020</u> _____ Date
 _____ Dr. Jeff Hauswald, Superintendent	<u>Superintendent</u> _____ Kokomo School Corporation	<u>8/12/2020</u> _____ Date

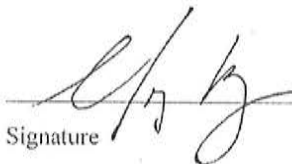
MEMORANDUM OF UNDERSTANDING


Between Limelight Analytics and Kokomo School Corporation
regarding the 21st Century Community Learning Centers Grant

This grant is written to support community learning centers that provide academic enrichment opportunities to students in poverty. If awarded, Kokomo students, grades 1-5, will benefit from after-school programming. The Kokomo School Corporation (KSC) will serve as the lead fiscal agent for the grant, contributing administrative oversight, facility use, professional development, staffing, expertise in curriculum and instruction, data collection and management facilitation, volunteers, and systems of communication and support.

As Director of Limelight Analytics, I am committing our organization to actively serve on the Kokomo Community Learning Centers Consortium (KCLCC) Advisement Council which will meet quarterly to collaboratively (1) collect and examine formative and summative data related to the success of the program, (2) analyze resources and evolving demands of the program, (3) offer and consider recommendations to improve the program, and (4) plan for sustainability at the conclusion of the four years of the grant.

In addition, Limelight Analytics will provide program evaluation services for each program site. Evaluation services will include yearly student data collection, analysis of items collected, presentations and information on effectively utilizing data to guide program design, and aggregated data at the end of the fourth year within the grant period.

	<u>OWNER-LIME LIGHT</u>	<u>8-11-20</u>
Signature	Title ANALYTICS	Date

	<u>Superintendent</u>	<u>8/12/2020</u>
Dr. Jeff Hauswald, Superintendent	Kokomo School Corporation	Date

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

FORMS WERE COMPLETED DURING SPRING CONSULTATION MEETING FOR ALL FEDERAL PROGRAMS. PLEASE SEE ATTACHED NON PUBLIC FORMS

ALL FORMS ATTACHED WERE DISTRIBUTED AT

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

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Non-Public School Representative

Signature

Applicant Representative

Signature

Acacia

Non-Public School Official (CHECK ONLY ONE):

Timely and meaningful consultation was provided, an equitable program of services was designed during the consultation process, as well as a process for implementing CARES Act funding. Additional consultation has been scheduled throughout the school year.

Consultation was not timely and meaningful and/or did not result in an equitable program of services or usage of CARES Act funding to meet the needs of the non-public school children.

Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline TITLE I-A, I-C, III-A, IV-B, AND CARES* services at this time.

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials with respect to any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the Title Grant Applications.

<u>Kokomo School Corp</u> Public School District Name	<u>Alontha Swain</u> Public School Official	<u>5/13/20</u> Date
<u>ACACIA ACADEMY</u> Non-Public School Name		<u>B398</u> NPS Code
<u>Alontha Swain</u> Title I-A Public School Official	<u>Rbt CX</u> Title I-A Non-Public School Official	<u>5/13/2020</u> Date
<u></u> Title I-C Public School Official	<u>Rbt CX</u> Title I-C Non-Public School Official	<u>5/13/2020</u> Date
<u></u> Title II-A Public School Official	<u>Rbt CX</u> Title II-A Non-Public School Official	<u>5/13/2020</u> Date
<u>Alontha Swain</u> Title III-A Public School Official	<u>Rbt CX</u> Title III-A Non-Public School Official	<u>5/13/2020</u> Date
<u></u> Title IV-A Public School Official	<u>Rbt CX</u> Title IV-A Non-Public School Official	<u>5/13/2020</u> Date
<u>Alontha Swain</u> Title IV-B Public School Official	<u>Rbt CX</u> Title IV-B Non-Public School Official	<u>5/13/2020</u> Date
<u>Rbt CX</u> CARES Act Non-Public School Official	<u>ROBERT C HOSKARD</u> CARES Act Print NPS Official	<u>5/13/2020</u> Date

* IF IN-DOE CHANGES THE RULES FOR THE CARES ACT SO IT IS POPULATION BASED AND NOT TITLE-I BASED, ACACIA WOULD PARTICIPATE

Rbt CX 7/6/2020

Agape Garden

Form A.2 (Completed, if and only if, declining ALL Title Services as well as CARES Act funding)



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Non-Public School Waiver of All Title Services & CARES Act

Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline ALL Title Services (I, II, III, & IV) as well as CARES Act, Sec.18003 Funding at this time.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the Title I Grant Application.

Kokomo School Corporation
Public School District

[Signature]
Public School Official (Sign After Receipt)

6/19/2020
Date

Agape Garden Montessori
Non-Public School Name

B362
NPS Code

Title I, A Non-Public School Official

Title I, A Print NPS Official

Date

Title I, C Non-Public School Official

Title I, C Print NPS Official

Date

Title II, A Non-Public School Official

Title II, A Print NPS Official

Date

Title III, A Non-Public School Official

Title III, A Print NPS Official

Date

Title IV, A Non-Public School Official

Title IV, A Print NPS Official

Date

21st CCLC Non-Public School Official

21st CCLC Print NPS Official

Date

Edna Smith
CARES Act Non-Public School Official

Edna I. Smith
CARES ACT Print NPS Official

6/19/2020
Date



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Local Education Agency Affirmation of Consultation with Non-Public School Officials

The following consultation topics are part of the requirements under Section 1117 & Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation must be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of eligible Title I students in the non-public school. Furthermore, the additional consultation topics are part of the requirements under the Coronavirus Aid, Relief, and Economic Security Act, (CARES Act) requirements under Section 18005.

Check the programs that apply:

- Title I-A
- Title I-C
- Title II-A
- Title III-A
- Title IV-A
- Title IV-B (21st CCLC)
- CARES Act

The following topics must be discussed during the ongoing consultation process. Check to indicate discussion of topic.

Title I, A Specific

- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend non-public schools has been discussed;
- How and when, including the approximate time of day, the LEA or consortium will make decisions about the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of services through potential third-party providers;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title I purposes based on all non-public children from low-income families residing in a participating school attendance areas; or 2) for each individual non-public school, funding based on the number of low-income children who reside in participating public school attendance areas attending each individual non-public school.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, Title IV-B (21st CCLC)

- How the children's needs will be identified has been discussed;
- What services will be offered;
- How the services will be assessed and how the results of the assessment will be used to improve those services have been discussed;
- The size and scope of the equitable services to be provided to the eligible non-public school children, teachers, and other educational personnel, the proportion of funds allocated for those services and how the proportional amount of funding is determined have been discussed;
- Whether the LEA or consortium shall provide services directly or through a third party contractor has been discussed;
- How, if the public school district disagrees with the views of the non-public school officials on the provision of services through a contract, the public school district will provide in writing to the non-public school officials an analysis of the reasons why the district has chosen not to use a contractor;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title purposes based on total enrollment of non-public school students or 2) for each individual non-public school, funding still based on the total enrollment of non-public students within the LEA.

- The LEA provided a hard copy and discussed the LEA's district specific Equitable Services complaint policy with the non-public school officials, as well as where to find an electronic version for future use by non-public school officials, teachers, guardians and students.
- The LEA discussed the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funding for nonpublic schools, and will complete the additional consultation topics below.

Education Stabilization Relief Fund (Sec. 18003) – Specific CARES Act Funding

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus;
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools;
- Activities to address the unique needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies;
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency;
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports;
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months, and addressing the needs of low income students, students with disabilities, English Learners, migrant students, students experiencing homelessness, and children in foster care;
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and ***continuing to employ existing staff of the local educational agency.***

NON-PUBLIC SCHOOL OFFICIAL (CHECK ONLY ONE):

- Timely and meaningful consultation was provided, an equitable program of services was designed during the consultation process, as well as a process for implementing CARES Act funding. Additional consultation has been scheduled throughout the school year.
- Consultation was not timely and meaningful and/or did not result in an equitable program of services or usage of CARES Act funding to meet the needs of the non-public school children.
- Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline _____ services at this time.

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials with respect to any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the Title Grant Applications.

<u>Hokomo School Corp</u> Public School District Name	<u>Almtha Lwin</u> Public School Official	<u>5/13/20</u> Date
<u>FD Reese Christian Academy</u> Non-Public School Name		<u>3589</u> NPS Code
<u>Almtha Lwin</u> Title I-A Public School Official	<u>Almtha Lwin</u> Title I-A Non-Public School Official	<u>5/13/2020</u> Date
<u>NA</u> Title I-C Public School Official		<u></u> Date
<u>Almtha Lwin</u> Title II-A Public School Official	<u>Almtha Lwin</u> Title II-A Non Public School Official	<u>5/13/2020</u> Date
<u>Almtha Lwin</u> Title III-A Public School Official		<u></u> Date
<u>Almtha Lwin</u> Title IV-A Public School Official	<u>Almtha Lwin</u> Title IV-A Non Public School Official	<u>5/13/2020</u> Date
<u>Almtha Lwin</u> Title IV-B Public School Official	<u>Almtha Lwin</u> Title IV-B Non-Public School Official	<u>5/13/2020</u> Date
<u>Almtha Lwin</u> CARES Act Non-Public School Official	<u>Almtha Lwin</u> CARES Act Print NPS Official	<u>5/13/2020</u> Date



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Local Education Agency Affirmation of Consultation with Non-Public School Officials

The following consultation topics are part of the requirements under Section 1117 & Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation must be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of eligible Title I students in the non-public school. Furthermore, the additional consultation topics are part of the requirements under the Coronavirus Aid, Relief, and Economic Security Act, (CARES Act) requirements under Section 18005.

Check the programs that apply:

- Title I-A Title I-C Title II-A Title III-A Title IV-A Title IV-B (21st CCLC) CARES Act

The following topics must be discussed during the ongoing consultation process. Check to indicate discussion of topic.

Title I, A Specific

- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend non-public schools has been discussed;
- How and when, *including the approximate time of day*, the LEA or consortium will make decisions about the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of services through potential third-party providers;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title I purposes based on all non-public children from low-income families residing in a participating school attendance areas; or 2) for each individual non-public school, funding based on the number of low-income children who reside in participating public school attendance areas attending each individual no-public school.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, Title IV-B (21st CCLC)

- How the children's needs will be identified has been discussed;
- What services will be offered;
- How the services will be assessed and how the results of the assessment will be used to improve those services have been discussed;
- The size and scope of the equitable services to be provided to the eligible non-public school children, teachers, and other educational personnel, the proportion of funds allocated for those services and how the proportional amount of funding is determined have been discussed;
- Whether the LEA or consortium shall provide services directly or through a third party contractor has been discussed;
- How, if the public school district disagrees with the views of the non-public school officials on the provision of services through a contract, the public school district will provide in writing to the non-public school officials an analysis of the reasons why the district has chosen not to use a contractor;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title purposes based on total enrollment of non-public school students or 2) for each individual non-public school, funding still based on the total enrollment of non-public students within the LEA.

- The LEA provided a hard copy and discussed the LEA's district specific Equitable Services complaint policy with the non-public school officials, as well as where to find an electronic version for future use by non-public school officials, teachers, guardians and students.
- The LEA discussed the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funding for nonpublic schools, and will complete the additional consultation topics below.

Education Stabilization Relief Fund (Sec. 18003) – Specific CARES Act Funding

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus;
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools;
- Activities to address the unique needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies;
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency;
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports;
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months, and addressing the needs of low income students, students with disabilities, English Learners, migrant students, students experiencing homelessness, and children in foster care;
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and ***continuing to employ existing staff of the local educational agency.***

Non-Public School Official (CHECK ONLY ONE):

- Timely and meaningful consultation was provided, an equitable program of services was designed during the consultation process, as well as a process for implementing CARES Act funding. Additional consultation has been scheduled throughout the school year.
- Consultation was not timely and meaningful and/or did not result in an equitable program of services or usage of CARES Act funding to meet the needs of the non-public school children.
- Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline _____ services at this time.

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials with respect to any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the Title Grant Applications.

<u>Kokomo School Corporation</u>	<u>Alretta Brown</u>	<u>5/20/20</u>
Public School District Name	Public School Official	Date
<u>Redeemer Lutheran School - Kokomo</u>		<u>B367</u>
Non-Public School Name		NPS Code
<u>Alretta Brown</u>	<u>Eric Frisco</u> <u>Eric Frisco</u>	<u>5/20/2020</u>
Title I-A Public School Official	Title I-A Non-Public School Official	Date
<u>NA</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
Title I-C Public School Official	Title I-C Non-Public School Official	Date
<u>Alretta Brown</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
Title II-A Public School Official	Title II-A Non Public School Official	Date
<u>Alretta Brown</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
Title III-A Public School Official	Title III-A Non Public School Official	Date
<u>Alretta Brown</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
Title IV-A Public School Official	Title IV-A Non Public School Official	Date
<u>Alretta Brown</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
Title IV-B Public School Official	Title IV-B Non Public School Official	Date
<u>Eric Frisco</u>	<u>Eric Frisco</u>	<u>5/20/2020</u>
CARES Act Non-Public School Official	CARES Act Print NPS Official	Date

Form B (Completed at Face-to-Face Consultation)



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Local Education Agency Affirmation of Consultation with Non-Public School Officials

The following consultation topics are part of the requirements under Section 1117 & Section 8501 of ESSA regarding timely and meaningful consultation with non-public school officials. Consultation must be ongoing during design, development, implementation, and assessment of the program. The goal of the consultation is to reach agreement and, in so doing, develop and implement an effective program for the benefit of eligible Title I students in the non-public school. Furthermore, the additional consultation topics are part of the requirements under the Coronavirus Aid, Relief, and Economic Security Act, (CARES Act) requirements under Section 18005.

Check the programs that apply:

- Title I-A Title I-C Title II-A Title III-A Title IV-A Title IV-B (21st CCLC) CARES Act

The following topics must be discussed during the ongoing consultation process. Check to indicate discussion of topic.

Title I, A Specific

- The method or sources of data that are used to determine the number of children from low-income families in participating school attendance areas who attend non-public schools has been discussed;
- How and when, including the approximate time of day, the LEA or consortium will make decisions about the delivery of services, including a thorough consideration of the views of the non-public school officials on the provision of services through potential third-party providers;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title I purposes based on all non-public children from low-income families residing in a participating school attendance areas; or 2) for each individual non-public school, funding based on the number of low-income children who reside in participating public school attendance areas attending each individual non-public school.

Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, Title IV-B (21st CCLC)

- How the children's needs will be identified has been discussed;
- What services will be offered;
- How the services will be assessed and how the results of the assessment will be used to improve those services have been discussed;
- The size and scope of the equitable services to be provided to the eligible non-public school children, teachers, and other educational personnel, the proportion of funds allocated for those services and how the proportional amount of funding is determined have been discussed;
- Whether the LEA or consortium shall provide services directly or through a third party contractor has been discussed;
- How, if the public school district disagrees with the views of the non-public school officials on the provision of services through a contract, the public school district will provide in writing to the non-public school officials an analysis of the reasons why the district has chosen not to use a contractor;
- Whether to provide equitable services to eligible non-public school children by 1) creating a pool of funds with all of the funds allocated for Title purposes based on total enrollment of non-public school students or 2) for each individual non-public school, funding still based on the total enrollment of non-public students within the LEA.

- The LEA provided a hard copy and discussed the LEA's district specific Equitable Services complaint policy with the non-public school officials, as well as where to find an electronic version for future use by non-public school officials, teachers, guardians and students.
- The LEA discussed the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funding for nonpublic schools, and will complete the additional consultation topics below.

Education Stabilization Relief Fund (Sec. 18003) – Specific CARES Act Funding

- Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.);
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus;
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools;
- Activities to address the unique needs of low-income children or students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population;
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies;
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases;
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency;
- Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports;
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months, and addressing the needs of low income students, students with disabilities, English Learners, migrant students, students experiencing homelessness, and children in foster care;
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and ***continuing to employ existing staff of the local educational agency.***

Non-Public School Official (CHECK ONLY ONE):

- Timely and meaningful consultation was provided, an equitable program of services was designed during the consultation process, as well as a process for implementing CARES Act funding. Additional consultation has been scheduled throughout the school year.
- Consultation was not timely and meaningful and/or did not result in an equitable program of services or usage of CARES Act funding to meet the needs of the non-public school children.
- Timely and meaningful consultation was provided and I understand the eligibility requirements; however, I decline _____ services at this time.

If the non-public school officials do not agree that the above conditions have been met, they are encouraged to provide a written statement to the LEA specifying the reasons for their disagreement. Additionally, if the LEA disagrees with the views of the non-public school officials with respect to any of the issues described above, the LEA will provide the non-public school officials with a written explanation as to the reason for the disagreement.

1. The LEA maintains a signed copy of this written affirmation in its files; and
2. The LEA provides the non-public school official with a signed copy; and
3. The LEA sends a signed copy to the State Ombudsman, Andrew Mazur (ombudsman@doe.in.gov) per ESSA; &
4. The LEA must attach the consultation form to the Title Grant Applications.

<u>Kokomo School Corporation</u> Public School District Name	<u>Northern Union</u> Public School Official	<u>5/13/20</u> Date
<u>Sts. Joan of Arc & Patrick School</u> Non-Public School Name		<u>13395</u> NPS Code
<u>Northern Union</u> Title I-A Public School Official	<u>Nick Kaubler</u> Title I-A Non-Public School Official	<u>5/13/20</u> Date
<u>NA</u> Title I-C Public School Official	<u>Nick Kaubler</u> Title I-C Non-Public School Official	<u>5/13/20</u> Date
<u></u> Title II-A Public School Official	<u>Nick Kaubler</u> Title II-A Non Public School Official	<u>5/13/20</u> Date
<u>Northern Union</u> Title III-A Public School Official	<u>Nick Kaubler</u> Title III-A Non Public School Official	<u>5/13/20</u> Date
<u></u> Title IV-A Public School Official	<u>Nick Kaubler</u> Title IV-A Non Public School Official	<u>5/13/20</u> Date
<u>Northern Union</u> Title IV-B Public School Official	<u>Nick Kaubler</u> Title IV-B Non Public School Official	<u>5/13/20</u> Date
<u>Nick Kaubler</u> CARES Act Non-Public School Official	<u>Nick Kaubler</u> CARES Act Print NPS Official	<u>5/13/20</u> Date

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Kokomo School Corporation (KSC) is a high-needs local education agency serving approximately 5,700 students, grades PreK-12, with 60% qualifying for free/reduced lunch. Throughout the last century, Kokomo has been the center of innovation, impacting industry and improving the quality of life around the world. Economic circumstances in recent decades have presented substantial challenges to this community as the auto industry struggled to remain solvent. Despite this, the motivation for continued improvement has remained strong. Community agencies have played a critical role in providing social services and support to Kokomo residents. New instructional programs(such as Integrated Arts, International Baccalaureate, STEM, Tech Academies and the 21st Century Community Learning Center 21st CCLC Program have reenergized the district and provided options for families. Quarterly Meetings with the CCLC Advisory Council are conducted and stakeholder input is collected. The necessity for educational collaborative efforts like the 21st CCLC program is recognized and encouraged. An emphasis on Science, technology, engineering, math and the arts has been identified as a critical focus and will continue to be in integral part of the program.

21st Century Community Learning Center serves between 20 and 25 students per site with a total of at least 100 students participating from grades 1-5. All but one site is held at the school in which the students attend. The students at Sycamore School are bused to the Carver Community Center who serves as a community partner with the program. 21st Century Community Learning Center is also open to our Non Public schools in the area. The afternoon program provides a special place for students after school. For some families, the program provides a safe environment for children whose families work after school closes. Over the years the program has become popular with our students and families. Last year, the program expanded to 5 days a week and incorporated art forms into the program; Dance,

Visual Art, 3-D Art, photography, videography, and Drama were all available during different days of the week, providing the opportunity for all sites to participate. This partnership of contracting with teachers who specialize in these areas was made possible through our partnership with the Carver Community Center.

A new partner for us is the YMCA. Kokomo School Corporation was able to form a collaborative relationship with the local YMCA during the closure of schools due to the pandemic. Students of emergency workers were able to attend a day long program at this facility. Funding for that program came from Title I but in the future plans are in process to see of the possibility of funding through our 21st Century Grant for wrap around services.

Our partnership with the Kokomo Howard County Public Library provides opportunities for students to borrow books through the Book Mobile, take field trips to the library, and be the recipients of programs put on by the library at the center sites.

We work well with The City of Kokomo by participation in the First Friday events, discounted tickets at the Ice Skating Rink and the Jack Rabbits Baseball games.

Students in the program have assistance with homework, tutoring in Math and ELA, if needed, and participation in projects based on STEAM concepts. We are also planning on incorporating "Second Steps" in the years ahead. This program provides activities and lessons with a focus on Social and Emotional Learning.

21st Century Community Learning Center is part of our school and community culture and has been able to provide quality care with trained professionals committed to children after school has closed. The program runs from 3:30 p.m. to 6:00 p.m. Monday through Thursday, and from 3:30-5:30 on Friday.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Kokomo School Corporation's Elementary schools have an average of 70% Free and Reduced Lunch. Two of our school sites (82% F&R) are in a Transformation Zone due to being identified two years ago as failing schools. These schools are making tremendous progress through the extended day/extended year calendar as well as the opportunity to participate in the after school program, 21st Century Community Learning Center. The other four sites have also struggled with academic success but are moving ahead through a strong focus on Standards Based Grading, Pacing Guides, and a defined Curriculum. This clearly articulated program is further enhanced by the availability of our after school program, 21st Century Community Learning Center, which provides homework time, project based activities that focus on creative problem solving and team work and an introduction to the arts through dance, drama, and visual art. Developing relationships outside of the school classroom with caring adults and students of varied ages has been beneficial over the years of 21st Century Community Learning Center. Parents now pick up their children from the sites when the program ends and are able to communicate with site coordinators and other staff members on a daily basis. This has actually worked to improve our daily attendance over the last year and improve our parent communication.

The program's main focus is STEAM (Science, Technology, Engineering, Art, and Math) This focus covers topics that can improve and enhance our Reading and Math scores as students actively participate in activities and projects that require application of math and reading standards. Experiential learning with hands on experiences encourage students to participate in Inquiry based learning opening the door to studying new ideas and concepts through projects and team work.

"I hear and I forget. I see and I remember. I do and I understand." (Confucius)

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The six elementary sites that provide the space for our after school program, 21st Century Community Learning Center, have all experienced reaching out to children who are homeless, in foster care, and or are income eligible for Free/Reduced Lunch. Our district has become a CSI site where all elementary schools are eligible for Free breakfast and lunch. This has been an incredible help to us as a district as we work to provide healthy eating habits for children. Two of our schools qualify for the Fruits and Vegetable grant and have the opportunity to try fruits and vegetables and to learn of their importance in our diet. Sycamore, Elwood Haynes, Bon Air, and Pettit Park are all involved in the Buddy Bag program where income eligible children are able to take food home for the weekend. Unfortunately, we have a high rate of child abuse in this area and our after school program provides a safe place for our children after school. Elwood Haynes, Pettit Park and Bon Air have all touched 90% poverty over the years but due to using "indirect certification" for our breakfast and lunch program rather than applications for Free/Reduced lunch our numbers do not reflect the high poverty in the area. Students struggle in school and school absence is high due to health concerns such as diabetes, asthma, allergies, and upper respiratory illnesses.

Two of our six schools qualified for "take over" by the state and the district moved them to a Transformation Zone. This (2020-2021) is the second year for the Transformation Zone, where children attend school for longer hours and more days than the traditional schedule and calendar. These schools also participate in the after school program.

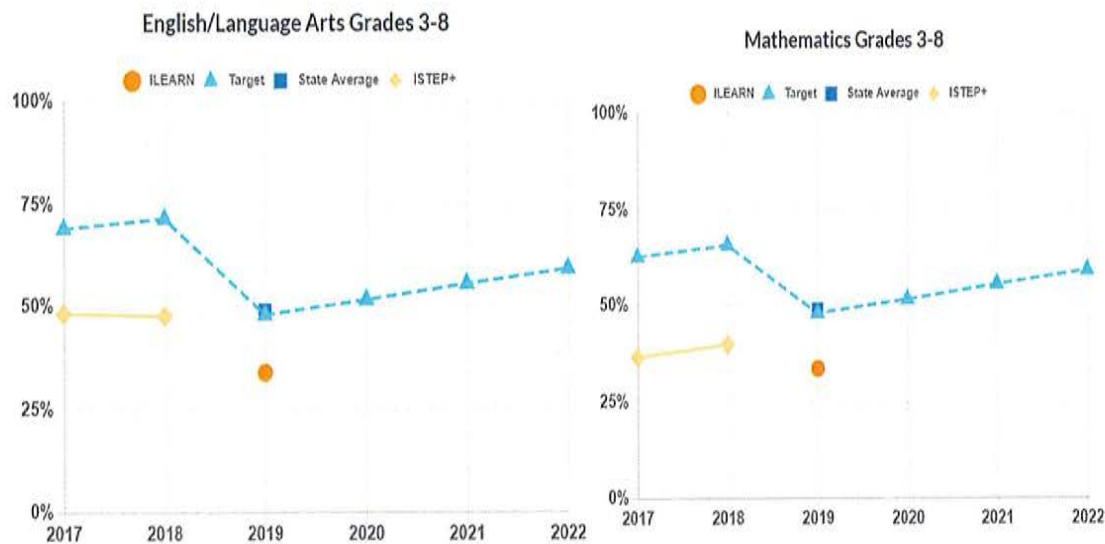
The 21st Century Community Learning Center program provides a "safe" space for our struggling students at no cost to parents. Students are able to have adults assist them in reviewing daily work, completing homework, and receiving assistance when unsure of how to finish their assignments.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: The projected performance on ILearn in ELA is of serious concern. The District has adopted a new reading series (Fountas and Pinnell) and is examining data from IReady formative and summative assessments to determine focus and targeted areas for intervention. This information and data will inform the intervention work that can be addressed in the 21st Century Community Learning Center after school program.

The projected performance on ILearn for Math is also a serious concern for the district as we work to identify the areas in Math that need to be targeted for intervention. We are now using Eureka Math and hope to build conceptual understanding for students so that they are able to be at or above grade level by the end of the school year.

We were unable to assess students during the 2020 spring testing due to the closure as a result of COVID 19. We have continued to use formative and summative assessments through I Ready Assessments and that data will be used in the afterschool program. This data also addresses First and Second grade students. Additional support in the afternoon, assistance with homework and tutoring will assist in bringing our students to their appropriate grade level. This time is essential to improve students' academic performance and bring them to proficiency.



Referencing data from 2018 – 2019 we have been able to demonstrate success for the students participating in the 21st Century Community Learning Center after school program. As evidenced in the Evidence of Previous Success section of the document, and I quote; “ Students who attended the 21st Century Community Learning Center (Kokomomentum) programming showed positive academic outcomes for reading and math grades. More than 70% 3rd through 5th grade students increased their reading and math grade by at least half a letter grade from fall to spring. Additionally, the majority of students reached their expected growth on the reading (62%) and the math (67% portion of the IReady Diagnostic Assessment.”

Student Demographic Data: All of our sites have students of poverty that comprise between 58% to 82% of the student body. There is a high rate of reported child abuse in our district. Social workers are available in all buildings and we currently work with Four County to offer additional services. The 21st Century Community Learning Center provides a safe and nurturing environment for children after school, five days a week. Children are able to have a

healthy snack that is often a sandwich, fruit or fresh vegetables and a carton of milk. This may serve as dinner for many of our students.

Discipline Data: Our discipline data has demonstrated that when students are in a program that has clear expectations and teaches appropriate behavior they are able to stay in the classroom and continue their learning. Seamlessly weaving the use of and vocabulary of Well Managed Schools (Boys Town) and PBIS students are further immersed in understanding social norms, appropriate behavior and how to have voice without being disrespectful.

2. **Current Programing:** The current programming is the one of the few programs available to our students for after school care and supervision. Families struggling with finances are unable to pay for child care and students may be left at home unsupervised for extended periods of time while parents work shifts. These targeted schools receive support from the community with “buddy bags” furnishing families with non- perishable food for the weekend but child care is not always available to families. Several children in the program come from homes where the parents may be unemployed and unable to get assistance for after school tutoring. The 21st Century Community Learning Center benefits the parent and the child. Returning home from school with homework done, additional activities that are safe and provide continued learning is a great contribution to the families and to the community.

3. **Enhance or Expand:** We hope to enhance our program through Cohort 10. This past year we expanded the program and changed the scope as we added Art to our STEM and increased the amount of days by going from 4 days a week to 5 days a week. We also added First Grade to the program. Unfortunately we were unable to continue the program during school closure but are now looking at a new partnership with the YMCA so that the program may continue for the students most in need during

vacation times or during school closures. We would like to serve at least 120 students and possibly more, considering adding Kindergarten after the first year in the cohort. Our added programming has been most successful and students enjoyed learning dancing, participating in drama and increasing the amount of art they were able to do.

- 4. Identified Needs:** Each year we survey our families to determine if a “latch key” program could be sustained in our district. The families that are interested in the program are financially unable to participate and look for other ways to provide supervision for their children. As children move from early childhood classrooms they are less likely to be successful in an after school program at a day care which caters to younger children. The 21st Century Community Learning Center provides a space where older children are interested in participating and are able to receive the support they need in their studies. The seamless connection between the classroom teacher and the after school program teacher and site coordinator assists the child in well matched support by working with identified needs based on school and classroom performance. The Parent survey at the end of the year helps to inform us of the areas where we can improve by offering a program that matches student and family needs.

Partnerships

1. **Project Collaboration:** Community partners help to make the 21st CCLC program in Kokomo Schools a success. Partnerships go beyond the signed MOUs that are included in the grant while those who sign the MOUs commit to being a part of the Advisory Council.

- **Carver Community Center:** Carver offers facilities and contracted services providing art lessons during the program 1 – 2 days a week, focusing on STEAM activities including combining robotics with art. Drama is also offered at Carver and students are able to participate in performances involving tableau, mime, script writing, and short plays. Students are able to participate in dance with an instructor that goes to all sites throughout the week offering the opportunity to all students participating in the program. Our partnership with Carver Center has enhanced our programming and provides additional opportunities for our students, as well as promoting the Center.
- **Kokomo Howard County Public Library:** The Public Library provides services to all of our sites throughout the school year, coming to the sites to facilitate programs of interest and to encourage students to read. The Library has a representative on our council who assists in promoting new ideas for student involvement
- **The Mayor's Office and the City of Kokomo:** The city runs a free trolley system that is able to reach our schools. This system can provide transportation to parents who are unable to drive or walk to the facilities to pick up their student. The Mayor strongly supports the program and invites the students to participate in First Friday events where students can display activities and projects that are completed in the 21st CCLC program.

- **The Kokomo YMCA:** During the pandemic this past year, a collaboration was developed with the YMCA to help support programming for students of emergency workers. This continued throughout the summer as grants that were awarded to Kokomo schools for summer programming were used to collaborate with the Y using their space to run the programs, funded through grants. This has led to a new partnership that will continue as the YMCA and Kokomo's 21st CCLC work together to provide Wrap around services during school closures and additional activities and use of the facility to support the program.
- **United Way of Howard County:** The United Way assists the 21st CCLC of Kokomo School Corporation by advertising and promoting our program to reach other students in the area and to highlight activities and events that the sites are involved in throughout the year. This has led to other partnerships including Duke Energy, Indiana University Kokomo, and Purdue Extension. A member from the executive board of the United Way will serve on the Advisory Board for the 21st Century CCLC for the after school program.
- **Limelight Analytics:** This agency has worked closely with Kokomo School Corporation in the 21st CCLC programming at all sites, as they work to evaluate our program and provide support and direction as well as recommendations on how to utilize our data in the best way possible to improve student performance and success.

2. Identifying Partners: As the program has developed over the years, strong partners from the community emerged who greatly supported the program and saw the value for our students. Each year, the academic achievements, growth in reading and math, and student participation in daily activities fostering a safe and secure environment for students after school. Many of these students would be without parental or adult supervision if they were to go directly home from school. These partners have been

willing to show their support through commitment in participating on our Advisory Council, offering facilities, promotional literature to the community, professional development and opportunities for students and families to participate in public events.

- 3. Volunteers:** Kokomo School Corporation has been the beneficiary of volunteers from several areas in the community. Mentors recruited through the Black Expo have gone into sites to work with students on projects, homework, and other activities. Students from IUK have worked in the summer camp that is held each year, working with small groups of students focusing on a theme directly related to the STEM concepts. All volunteers go through a back ground check and each site develops schedules for those who are interested in working on special projects.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

- 1. Recruitment Criteria:** All schools participating in the 21st CCLC are school wide Title I schools. Twenty students from each site are selected in grades 1-5 by prioritizing students based on need for additional support and supervision in the afternoon after school is dismissed. Students who are struggling in school are recommended by teachers to participate. A flyer goes home to all families to determine interest and need. Once the list of interested families is made, selections are made. There is an attempt to include siblings and students who have participated in the past and meet the attendance requirements for the program. Parents are advised that the program is a “program” and student participation as well as family commitment to the program is needed in order to ensure that the students will benefit from the program. The goal is to provide a safe and healthy environment that promotes learning and enhances and improves students’ academic, behavioral, and social and emotional learning and success. The schools participating are:

 - a. Bon Air Elementary
 - b. Boulevard Elementary
 - c. Elwood Haynes Elementary
 - d. Lafayette Park Elementary
 - e. Pettit Park Elementary
 - f. Sycamore Elementary

- 2. Community Data:** Data are published for 2017 for Kokomo, Indiana showing a poverty rate of 20.4%. In other words, one out of every 4.9 residents of Kokomo live below the poverty line. This translates into approximately 11,594 people out of 56,828 residents. These statistics do not indicate the recent increase in families living below the poverty line due to loss of employment during the COVID-19 closure of businesses. The Poverty Rate across the state of Indiana is 14.6%, meaning Kokomo has a dramatically higher than average percentage of residents below the poverty line when compared to the rest of Indiana.

- 3. Parental Involvement:** Family Literacy Nights are held at all of our Title I schools. Efforts will be made to work closely with families involved in the 21st CCLC program to encourage them to participate in these whole school events. Students in the program will have additional roles in the Family Literacy Nights as the school, teachers, site coordinators and program coordinator of the 21st CCLC work together to ensure students

coordinators and program coordinator of the 21st CCLC work together to ensure students are actively engaged in the evening events. The 21st CCLC also hosts cook outs in the spring that bring all sites together for a family festival, celebrating the students who have participated in the required amount of days as defined in the program guide. Students are awarded T shirts for their attendance and participation.

4. Snack and /or Meals: The after school program (21st CCLC) is run through the school system. Each school is able to work with the school cafeteria which provides the snack at no charge to students. All students in our district at the elementary level are eligible for meals at no cost funded by the Federal Breakfast and Lunch Program. All snacks meet the guidelines set by the Federal Government. Students are handed their snack in the afternoon and one of the site leaders checks their name off on a list as each student receives their snack. Milk and a small sandwich, a piece of fruit and or vegetables are provided.

5. Weekly Schedule: Schedule for All Six Sites

The weekly schedule is based on the areas of focus listed below. Lesson plans are designed to concentrate on an area that may last for a couple of days. All types of lessons are described in the chart below with scheduled times. Each week students participate in the program for a total of 12 hours. All school sites follow a schedule as is indicated.

STEAM Activities	
Science	Following Indiana Science Standards for Life Science, Physical Earth, Life, and Space
Technology	Robotics, coding, keyboarding, graphics and design
Engineering	Legos construction, building, problem solving, data analysis
Art	Dance, Visual Art, 3D art, Drama, Photography, Videography
Math	Application in problem solving, data collection, and measurement

Time	Monday	Tuesday	Wed	Thurs	Friday 3:30-5:30
3:30-3:50	Snack	Snack	Snack	Snack	Snack
3:50-4:00	Restroom	Restroom	Restroom	Restroom	Restroom
4:00-4:40	STEAM	STEAM	STEAM	STEAM	FUN FRIDAY Movie, games, team building
4:40- 5:15	Homework	Homework	Homework	Homework	
5:15 – 5:45	Physical Activity/Outdoor	Social Skills Collaboration	Physical Act Team Bldg.	Physical Activity/Gym	5:15 prepare for home

5:45-6:00	Wrap up and dismissal	Wrap up and dismissal	Wrap up and dismissal	Wrap up and dismissal	Parent conf if requested
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- 6. Alignment to Standards:** The focus of the Afterschool program in Kokomo School Corporation (21st CCLC) is to provide a safe and healthy environment for our students that extends beyond the school day. The staff works hard to develop relationships with the students and to assist them in their journey of learning, communicating, socializing, playing, creating, and relaxing after the school day. Children are treated with respect and encouraged and supported as they discover their strengths and abilities and their contribution to the after school program community and the community at large. Children are taught the value of being stewards of the environment and the importance of contributing to the school and community to help make it the best it can be. The programming is based on Social and Emotional Learning as well as a focus on the STEAM areas of inquiry and study. Through problem based learning, students come to appreciate the ability to read, interpret, analyze, and creatively solve problems. They learn to work together as a team and community, offering support and encouragement to each other. This structure aligns with the Indiana Afterschool Standards as well as the Indiana Academic Standards. This alignment is clearly articulated in the lesson planning of the staff for all of the activities listed on the schedule.
- 7. Staff Recruitment and Retention:** Each year, all positions in the program are listed on the District website. These postings also appear on the IDOE website. Our goal in hiring is to ensure that we have a diverse staff that represents the students we teach. Teachers often apply for the positions working part time in the after school program or alternating roles with other staff members that have been hired into the program. Each site has a site coordinator, a teacher who plans and facilitates the STEAM activity, a teacher or para that assists with homework and a dance instructor that visits each site once a week. Other forms of art are also a part of the teaching responsibilities. Teachers have commented on the experience of participating in the after school program as a time where they can really come to know the students in their school from several grade levels. They enjoy the more relaxed environment that promotes experiential learning. Staff often apply for the same position they had the year before as they look forward to the experience. Staff pay is fair and allows some teachers who need an additional job after school to work in an environment that focuses on helping children and families. Staff training is also available outside of the hours of the program. Staff are paid for their time in taking staff development. Professional development may

be in the way of activities that promote creative thinking and problem solving, participating in lego or robotic instruction.

Program Coordinator: \$25.00 per hour up to 25 hours per week

Site Coordinators: \$13.00 per hour up to 15 hours per week (one per site)

Teacher: \$25.00 per hour up to 10 hours per week (up to 2 per site)

Social Worker: \$25.00 per hour up to 10 hours per week (2 for the entire program)

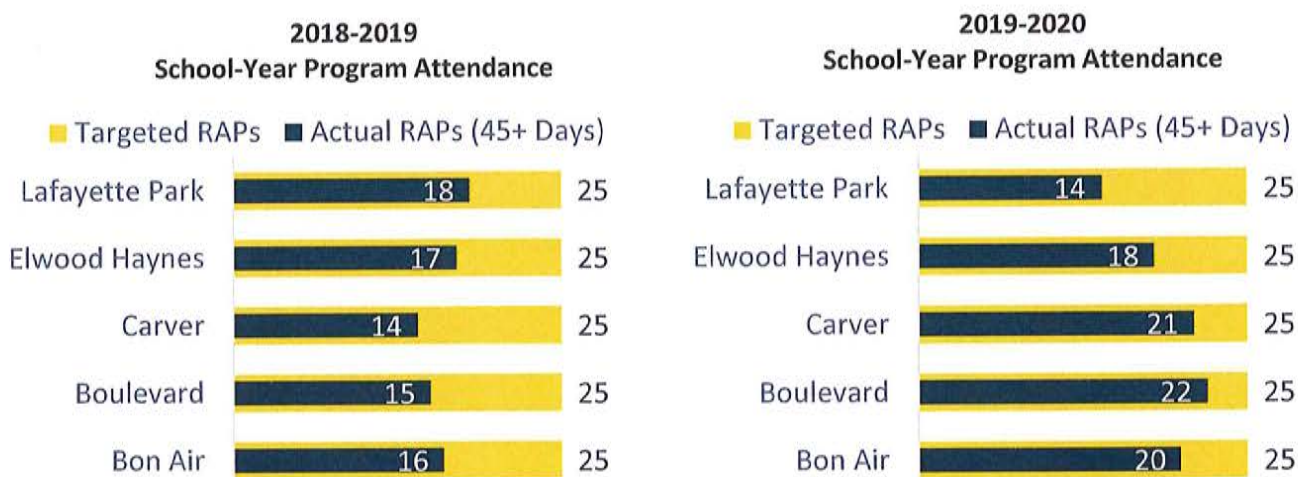
Instructional Para: \$12.00 per hour up to 15 hours per week.(1 to 2 per site)

Any employee that is considered hourly (classified staff) that works in the school system receives time and a half per hour when their schedule plus the afterschool program schedule exceeds 40 hours per week.

Program Attendance

The KokomoMentum 21st CCLC afterschool program served students at the sites listed below for the past 7 years.

- Most program sites served more students for 45+ days during the 2019-2020 school year compared to the 2018-2019 school year.
- Attendance trends from the 2019-2020 school year suggest that sites would have met their RAP goals had in-person programming occurred for the last 2 months of the school year.
- The program made several changes to increase the number of RAPs during the 2019-2020 school year, including adding an additional day of programming on Fridays and adding first graders to the students served by the program.



2018-2019 Progress Toward Academic Performance Measure

Students who attended KokomoMentum programming showed positive academic outcomes for reading and math grades. More than 70% 3rd-5th grade students increased their reading and math grade by at least half a letter grade from fall to spring. Additionally, the majority of students reached their expected growth on the reading (62%) and the math (67%) portion of the IREADY Diagnostic Assessment.

Outcome	Performance Measure
78%	of 3rd-5th graders will raise their reading grade at least 1/2 letter grade from fall to spring.
72%	of 3rd-5th graders will raise their math grade at least 1/2 letter grade from fall to spring.
54%	of 2nd graders will receive a score of 3 (proficient) in reading by spring.
54%	of 2nd graders will receive a score of 3 (proficient) in math by spring.
62%	of 2nd-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.
67%	of all 2nd-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Pettit Park

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



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21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Lafayette Park

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



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21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Elwood Haynes

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



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Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Carver Community Center/Sycamore

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



DEPARTMENT OF EDUCATION

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Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Boulevard

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



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21st Century Community Learning Centers

Performance Measures

Kokomo Schools/KokomoMentum

Bon Air

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

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring. [Grade Measure]

70% of 1st-5th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring. [Grade Measure]

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment.

70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.

Category 2: Social/Behavioral Outcomes

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

Focus Area: Social/Emotional Learning

75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.

Focus Area: College and Career Readiness

80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).

Focus Area: Involvement with Student's School

70% of parents will report that they attended a parent/teacher conference at their student's school.



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DEPARTMENT OF EDUCATION

Working Together for Student Success

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

1. "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.
2. "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.
3. Grades - List, from highest grade possible to lowest grade possible, the possible grades included in this scale.
4. 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.
5. 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

SAMPLE - Middle School	6th-8th	A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	NA	NA
Bon Air Elementary	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No
Boulevard Elementary	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No
Carver Community Center	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No
Elwood Haynes Elementary	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No
Lafayette Park Elementary	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No
Pettit Park Elementary	1st-5th		4-Student demonstrates deep understanding 3- Student is proficient with standard 2- Student has knowledge of foundational skill 1- Student needs support with foundational skill	No

PROGRAM IMPLEMENTATION

- 1. Evidence Based Programming:** In order to meet the identified needs of students in the 21st Century Community Learning Center Program in Kokomo Schools, an extension of the curriculum used in the district as well as additional resources focusing on project based learning and creative problem solving has been determined to be the most effective way to seamlessly provide a successful after school program.

This allows us to provide support in the reading and math program as presented in the school (Eureka Math, Kathy Richardson's Number Sense, Fountas and Pinnell Reading Program and assessments, as well as the IReady Assessments aligned with ILearn and the Blueprints for the Math and Literacy Frameworks provided by the IDOE.)

Mindworks Curriculum has given us the opportunity to engage students in a creative problem solving activity that enhances reading and math through experiential learning. Teachers who work in the center after school are well versed in these programs and can work with other staff to assist them in helping students. Through our district pacing guides, curriculum maps, proficiency scales and standards based report cards we are able to align the learning in the after-school program with the program the students attend during the day.

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve Academic Achievement	1) Increase reading comprehension achievement among regular participants	1) Introduce book clubs, encouraging students to read fiction and non-fiction books that are age appropriate. Activities will involve, discussion, text analysis, word identification, and comprehension. Students will keep a readers journal.	1) 70% of 1 st -5 th graders will receive a score of 3 (proficient) on at least 75% of the Language Arts indicators by spring.	1) Report card grades
	2) Increase mathematics achievement among regular participants	2) Academic enrichment learning Activities through the MindWorks Curriculum. Kathy Richardson and Eureka! Math activities will improve and enhance student proficiency.	2) 70% of 1 st -5 th graders will receive a score of 3 (proficient) on at least 75% of the math indicators by spring.	2) Report card grades
	3) Increase IREADY pass rates	3) Reading and math targeted assistance	3a) 70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Reading Assessment. 3b) 70% of all 1st-5th graders will reach their typical growth goal by winter or spring on the IREADY Diagnostic Math Assessment.	3a) IREADY reading scores 3b) IREADY math scores
Improve Social and Behavioral Outcomes	1) Increase students' ability to be a problem solver	1) Students will participate in project based learning activities that promote creative problem solving. Activities will involve a plan, do and review model.	1) 75% of 2nd-5th graders will report, on the spring student survey, that they learned how to be a problem solver during the afterschool program.	1) Student Survey
	2) Increase knowledge of STEM concepts	2) Daily STEAM lessons will include a variety of options; drama, dance, visual art, photography, videography, science, technology, math and engineering.	2) 80% of students in grades 2-5 who regularly attend programming will describe 5 STEM concepts they have learned by spring.	2) Student Survey

Increase Family Involvement	1) Parent/caregiver participates in STEAM activities with student	1) Parents engage in STEAM activities at home	1) 60% of parents will report that they have engaged in STEAM activities with their child outside of school (e.g., discussing afterschool STEAM activities, participating in STEAM activities with their child, attending STEAM nights).	1) Parent Survey
	2) Parent/caregiver attends parent/teacher conference	2) Parents attend conference with school day teacher	2) 70% of parents will report that they attended a parent/teacher conference at their student's school.	2) Parent Survey

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication with Schools:

The 21st CCLC program relies on a two-way communication system with the schools it serves. In order to address the individual social and academic needs of the students, participating in the program, it is essential to have open communication with the classroom teacher, the parent/guardian of the student, and the school administrator. Each site has a certified teacher who works in the district and is well versed in the curriculum, pacing guides, and instructional practices. This teacher works directly with the classroom teacher in reviewing individual student data and assists in designing individual learning plans that address focused and targeted areas of need. This intervention will override a generic intervention that may or may not address individual student needs. The learning plan can also be implemented during the school day with the classroom teacher so that the daytime teacher and 21st CCLC teacher, work together to reinforce and strengthen areas of need in Math and Reading/Language Arts. All adults working with the student will be speaking the same language, using the same terminology.

Kokomo School Corporation uses a Standards Based Report Card with aligned Proficiency Scales that clearly articulate the different levels of academic achievement. This report card will be made available to the teacher who works in the 21st CCLC program as well as data from the summative and formative assessments in IReady, the assessment program used in the district. Parents/Guardians will be asked to sign release paper work to allow the after school program to access academic data.

Community Stakeholders: The **Advisory Council** will be briefed on academic achievement through quarterly meetings following the release of grade cards. Data that indicate student growth or areas in need of support will be viewed by the Council in a presentation by the Director and a lead teacher. This data will protect the privacy of the students by showing data that does not reveal student names.

Available Services: The 21st Century Community Learning Center in Kokomo Schools is available in six elementary schools listed below.

21 st Century Community Learning Centers	Address
Bon Air Elementary	2800 N. Apperson Way Kokomo, IN 46901
Boulevard Elementary	1901 W. Boulevard St. Kokomo, IN 46902
Elwood Haynes Elementary	910 S. Cooper St. Kokomo, IN 46901
Lafayette Park Elementary	919 N. Korby St. Kokomo, IN 46901
Pettit Park Elementary	901 W. Havens St. Kokomo, IN 46901
Sycamore Elementary	1600 E. Sycamore St. Kokomo, IN 46901

The program begins at the end of August and runs until the end of May. The Sites are open five days a week and the days of operation follow the school calendar. Each site begins at 3:30 p.m. and runs until 6:00 pm., Monday through Thursday. Friday is considered a "Fun Day" and is in operation from 3:30-5:30 pm.

The program focuses on activities that address Science, Technology, Engineering, Art, and Math (STEAM). These activities give students the opportunity to be involved in an inquiry based problem solving approach to learning. The session begins with a healthy snack and restroom break as students unwind from the school day. Following this break students become actively engaged each day with a STEAM activity, Homework help, Individual tutoring upon request, and a Physical activity to give students a chance to move freely and engage socially with other students. The program follows the Indiana After-School Standards and aligns with the Indiana State Academic Standards. Registration is available at each site and students are encouraged to

enroll in the site where they attend school. Students who attend Non Public Schools and are interested in the program should talk to their classroom teacher or school administrator for more information. Each site will register 20 students from grades 1-5. Students are selected on interest and priority will be given to those students who would benefit most from the program. A rubric is used to make that determination as well as teacher and parent referrals.

- 2. 21st CCLC Terminology:** The program formerly referred to as Kokomomentum will now be named 21st Century Community Learning Center, in Kokomo Schools. All program materials will carry the logo for the 21st CCLC and the logo will appear on the school districts website.



IDOE 21st CCLC Program Professional Development Plan

Program Name	Kokomo School Corporation 21 st Century Community Learning Centers
Program Director	Dr. Dorothea Irwin

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	Kokomo School Corporation 21 st Century Community Learning Centers
Program Director	Dr. Dorothea Irwin
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director - 1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 st CCLC 50% from Title II	January 2020	Professionalism
STEM skills webinars	Click2Science	<ul style="list-style-type: none"> • Describe group management strategies to facilitate positive youth interactions during STEM activities. • Group management. • ID techniques to make transitions less stressful. 	Improvement of program transitions and operations Group management	Program Coordinator - 1 Site Coordinator - 6 STEM Teacher - 6 Paraprofessional - 7	5 to 10 hours	\$1,000	21 st CCLC	Sep - Dec 2021	Development Practice Methods Relationship and Communication



IDOE 21st CCLC Program Professional Development Plan

Skills Webinars	Indiana Academy for Out-of-School Learning & Indiana Afterschool Network	<ul style="list-style-type: none"> Identify at least 3 ways to re-energize after a challenging workday. 	<ul style="list-style-type: none"> Exploring Developmental Needs and Characteristics of Different Age Groups Exploring Individual Differences in School-Age Children: Guiding School-Age Children in Groups Guiding the Behavior of Individual Children School-Age Support and Care as a Family Service Building Relationships with School Personnel Creating and 	<ul style="list-style-type: none"> Improved program operations Group management Diversity Homework Support Social and Emotional Learning 	<ul style="list-style-type: none"> Program Coordinator – 1 Site Coordinator – 6 Teacher – 6 Paraprofessional - 7 	5	No Cost	N/A	Jan – Mar 2022	<ul style="list-style-type: none"> Relationship and Communication Professionalism Applied Human Development Cultural and Human Diversity Developmental Practice Methods
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IDOE 21st CCLC Program Professional Development Plan

Playworks Pro	Playworks	Maintaining Healthy School-Age Environments <ul style="list-style-type: none"> • Exploring Effective Schedules, Diverse Activity Formats, Planning Tools, and Staff Roles • Providing Homework Support • Helping Children with ADD Succeed in School-Age Programs 									
Friends in Low Places	ULead, Inc	Providing safe foundations of play for youth Group Management Relationship Building Handling Difficult Situations	Safety Health Nutrition Team Development Social and Emotional Learning	Program Coordinator – 1 Site Coordinator – 6 Teacher – 6 Paraprofessional - 7	8	\$2900	21 st CCLC	Aug 2021	Relationship and Communication Applied Human Development		
				Program Coordinator – 1 Site Coordinator – 6 Teacher – 6 Paraprofessional - 7	4	\$2102.60	21 st CCLC	Apr 2022	Relationship and Communication		



IDOE 21st CCLC Program Professional Development Plan

CPR	Community Howard Regional Health	Emergency Preparedness	Program Coordinator - 1 Site Coordinator - 6 Teacher - 6 Paraprofessional - 7	4	\$1200	21 st CCLC	Feb 2022

Professional Development Plan Cost:

Total Estimated Cost	\$7,202.60	% of Total Budget	2.4%
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11. EVALUATION

1. Evaluation Plan:

Evaluation of 21st CCLC programming provided by Kokomo School Corporation 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 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 - IREADY	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as the IREADY assessment and the statewide 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:

Kokomo School Corporation 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 Kokomo School Corporation 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*: 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. Finally, performance measures have been included to assess outcomes related to priority areas of programming (e.g., STEM/STEAM, College & Career Readiness, Social Emotional Learning).

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades and IREADY, the formative assessment instruments used by Kokomo School Corporation. 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 Kokomo School Corporation 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.

12. Safety and Transportation

1. **Transportation To and From:** Students go from their classroom directly to the 21st Century Community Learning Center located in a specified room in the same building. Parents/Guardians or authorized individuals pick-up students at the end of the program.
2. **Needs of Working Families:** A five day a week program assists working families with afterschool care. Our Monday through Thursday homework sessions allow families to spend quality time together in the evening doing family activities instead of homework.
3. **On-site safety:** Trained 21st Century Community Learning Center require student sign-out by an authorized adult over the age of 21 who are listed by the custodial parent/guardian on the student registration and emergency contact form. Registration and emergency contact form are located in a binder at each 21st Century Community Learning Center and copies are on file at Kokomo School Corporation Administration Center. Identification is required of the individual picking up the student before the student is released. Student registration information is cross referenced with PowerSchool to ensure that all alerts such as- special needs, medical, custodial, and do not contact orders, etc. are adhered to at all times.
4. **Hiring Practices:** Personnel are screened, reference checked, and hired through the school corporation and must undergo criminal and child abuse back ground checks. All teachers must hold current licenses and accreditations. Teachers and paraprofessionals are corporation employees who work for 21st Century Community Learning Center have these checks on file with Kokomo School Corporation. Corporation employees are referenced checked and an inquiry is made with the employee's corporation supervisor to ensure they are an exemplary fit for the 21st Century Community Learning Center.
5. **Background Checks:** Background checks are kept in confidential locked files at the administration building which is located at a separate location from all 21st Century Community Learning Centers in our elementary school buildings.

14. PROGRAM STABILITY

As Title I funds decrease each year, our after-school program would not be able to count on Title I funds. We would be forced to seek out other grant opportunities, more financial partnerships with local businesses, financial support from United Way, or implement corporate sponsorships.

Establishing a community fundraising campaign with a yearly goal of \$250,000 to include a Flagship Corporate Sponsorship with naming rights to our program.

Goal: In order to improve and enhance the 21st Century Community Learning Center for Kokomo School Corporation we aim to increase the number of students served by securing funding from community resources and to promote additional fundraising.

Strategies to be employed:

1. Research and develop guidelines to assist families in securing CCDF vouchers to support a tuition based (sliding scale) approach.
2. Work with local community resources to become corporate sponsors of the program
3. Use other grant funding such as the grants from Duke Energy to assist with expenditures incurred in running a program of this magnitude
4. Hold a Town Meeting to get input from community stakeholders on ways to support the program.
5. Explore ways to further collaborate with the YMCA to merge resources in order to support student participation.