



# 21<sup>ST</sup> CCLC

## REQUEST FOR PROPOSAL (RFP) TEMPLATE

Program Name	21 <sup>st</sup> Century Community Learning Centers Program (21 <sup>st</sup> CCLC)
Pass Through Entity	Indiana Department of Education
Office	Title Grants and Support
Federal Agency	U.S. Department of Education
Federal Award I.D.	S287C190014
Fiscal Year of Award	2019
CFDA	84.287

Release Date	February 12, 2020
Intent to Apply Due <i>*an Intent to Apply is not required to submit a full application</i>	March 12, 2020
Application Due	August 12, 2020; 11:59 p.m. EST
Electronic Submission Process	<a href="#">Submit the application here</a>
For questions about the application, eligibility, or requirements	<a href="mailto:21stCCLCprogram@doe.in.gov">21stCCLCprogram@doe.in.gov</a>

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. **Please do not add an additional cover page to the application—the first page of the application should be page 2 of this document.**

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deduction during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. **The Narrative must be in 12 point font, single or double spaced.** Applications should only be submitted once. Please ensure the application is finalized before submitting.

In addition to completing the narrative section, you must submit a completed budget **(in Excel format)**. [You can find the budget template here.](#) [You can find a budget template guide here.](#)



## 21<sup>ST</sup> CCLC

IDOE 21<sup>st</sup> CCLC staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access a Cohort 10 RFP overview webinar, [via this link](#). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. 21<sup>st</sup> CCLC staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to 21<sup>st</sup> CCLC staff, [click here](#). Please note 21<sup>st</sup> CCLC staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

Lastly, IDOE 21<sup>st</sup> CCLC staff is excited to announce the new Grantee Readiness Program, aimed at providing on-going virtual and in-person support to applicants. This initiative will provide applicants with monthly virtual and in-person sessions, each focused on an individual section of the RFP. In-person sessions will be held in two locations throughout the state and provide attendees with the virtual session content as well as time with content experts, available to offer thought-partnership on the content covered in that session.

**Registration is required**—dates, times, topics, & locations can be found via the registration link, [located here](#). As sessions occur, content (power points, resources, tools, etc.) will be saved to a shared online platform, [located here](#).

Applicants are encouraged to engage in the technical assistance opportunities listed above as they complete applications. If you have questions, please contact [21CCLCprogram@doe.in.gov](mailto:21CCLCprogram@doe.in.gov).



# 21<sup>ST</sup> CCLC

<b>NAME OF LEA OR ORGANIZATION</b>	<b>LIGHTHOUSE ACADEMIES OF INDIANA, INC. DBA VICTORY COLLEGE PREP</b>
<b>ADDRESS</b>	<b>1780 SLOAN AVE., INDIANAPOLIS, IN 46203</b>
<b>COUNTY</b>	<b>MARION</b>
<b>NAME OF CONTACT PERSON</b>	<b>MICHAEL LIPPARDT</b>
<b>TITLE</b>	<b>DIRECTOR OF OPERATIONS AND FINANCE</b>
<b>PHONE NUMBER</b>	<b>317-515-8629</b>
<b>EMAIL</b>	<b>MICHAEL.LIPPARDT@VCPINDY.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>RYAN GALL</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>RYAN.GALL@VCPINDY.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>VICTORY COLLEGE PREP(#9575)</i>	<i>100%</i>	<i>B (DUE TO HOLD HARMLESS- "D" GRADE AWARDED IN '18-19 OTHERWISE)</i>	<i>300</i>	<i>K-12<sup>TH</sup></i>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
<b>VICTORY COLLEGE PREP</b>	<b>1780 SLOAN AVE.</b>	<b>INDIANAPOLIS/MARION</b>

<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>K-12<sup>TH</sup></b>
---	--------------------------



# 21<sup>ST</sup> CCLC

<p><b><u>PRIORITY AREA</u></b>          (STEM OR STEAM, LITERACY, COLLEGE &amp; CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING)  <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b></p>	<p><b>COLLEGE &amp; CAREER READINESS</b></p>
<p><b><u>OPERATING HOURS</u></b>          (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION)  <b>*APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</b></p>	<p><b>AFTER-SCHOOL, SUMMER, SATURDAY, INTERSESSION</b></p>
<p><b><u>PROGRAM INCOME</u></b>          DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N  <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b></p>	<p><b>No</b></p>

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;



## 21<sup>ST</sup> CCLC

- 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




# 21<sup>ST</sup> CCLC

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](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.

Lighthouse Academies of Indiana, Inc. DBA Victory College Prep

Applicant Name (LEA or Organization)

  
Authorized Signature

8/12/2020  
Date



21<sup>ST</sup> CCLC

**SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS**

The sample MOU template is Appendix 1 of the RFP. Applicants may use this template or another template they have developed with the partner(s).



**MEMORANDUM OF UNDERSTANDING  
FOR DUAL ENROLLMENT  
2020 - 2021**

**Ivy Tech Community College - Central Indiana**

**Victory College Prep Academy - Dual Enrollment**

This agreement is made and entered on August 11, 2020 between Ivy Tech Community College – Central Indiana (herein called the "College") and Victory College Prep Academy (*address*) (herein called the "School").

**Scope:**

Ivy Tech Community College and **Victory College Prep Academy** are entering into a partnership to expand the opportunity for students to earn college and high school credits by enrolling in Ivy Tech coursework either on campus, virtually, or online.

**Timeframe:**

The term of the agreement is for the fall 2020 and spring 2021 semesters.

**Academic Programming:**

**Victory College Prep Academy** will utilize dual enrollment for students interested in pursuing college coursework. Courses will be identified based on student interest and with a focus on a pathway to a completed college credential. Eligibility is determined through assessment standards set by the college. Classes will be conducted as determined by Ivy Tech Community College Indianapolis Service Area (on campus, virtually, or online) and following the Ivy Tech calendar for all breaks and closures.

**Tuition and other Costs:**

Ivy Tech Community College Indianapolis Service Area will invoice after the 100% drop period. **Victory College Prep Academy** will cover the cost of tuition, fees, and consumables associated with courses. Students may be responsible for covering the costs of textbooks and materials necessary for their course(s). All materials, books or certifications that are not attached to the course must be paid by the student or the school. The school may set up a purchase order with Barnes and Noble for the books and materials.

**Invoicing should be sent to: (include responsible party, email, address and phone number)**

Ryan Gall  
[ryan.gall@vcpindy.org](mailto:ryan.gall@vcpindy.org)  
1780 Sloan Ave  
Indianapolis, IN 46203  
317-351-1534

**Duties & Responsibilities:**

Ivy Tech Community College will:

- Provide faculty and course content for each designated course
- Provide students and **Victory College Prep** with grades for each course. Students will be responsible for ordering a transcript as needed.
- Assure that students meet prerequisite standards for all courses.



**Victory College Prep (high school partner):**


- Complete the Dual Enrollment request form for each student which includes signatures from student and parent.
- Provide student’s transcripts and current PSAT/SAT/ACT scores.
- Provide space and equipment for students to participate virtually. This includes, computers, laptops, camera, microphone, and internet access.
- Partners agree to pay tuition and fees in full regardless of grades or withdrawals.
- It is the school’s duty to verify the assigned DOE Codes and High School Course Titles so the students receive the appropriate high school credit for their Ivy Tech Courses.


**Compliance:**


- The parties agree to comply with all current and future federal, state, and local laws and rules, and regulations applicable to this agreement.
- The parties agree to comply with the rules, policies, and procedures of Ivy Tech Community College.

**AS SIGNED BY:**

DocuSigned by:  
  
 05111368F24242A...  
 Ryan Gall 8/11/2020  
 Principal Date  
 Victory College Prep Academy

DocuSigned by:  
  
 6E90TB47E050475...  
 Christopher Fisher 8/11/2020  
 Executive Director, K-14 Date  
 Ivy Tech Community College

DocuSigned by:  
  
 726DBFTC3600440...  
 Ryan Gall 8/11/2020  
 Executive Director Date  
 Victory College Prep Academy

DocuSigned by:  
  
 8F87259DB29140F...  
 8/12/2020  
 Vice Chancellor, Academic Affairs Date  
 Ivy Tech Community College

\_\_\_\_\_  
 Executive Director, Finance Date  
 Ivy Tech Community College

\_\_\_\_\_  
 Chancellor Date  
 Ivy Tech Community College



## VICTORY COLLEGE PREP

1780 Sloan Avenue  
Indianapolis, IN 46203  
(317) 351-1534

### Memorandum of Understanding between Victory College Prep and Kids Dance Outreach

This letter serves as a memorandum of understanding on the part of Victory College Prep and Kids Dance Outreach (KDO) to provide after-school fine arts programming to students at Victory College Prep participating in the 21<sup>st</sup> Century Learning Center program.

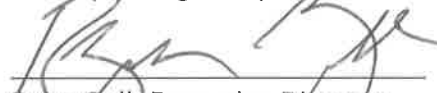
1. KDO has agreed to partner with Victory College Prep and the 21<sup>st</sup> Century Community Learning Centers program. Instructors will provide instruction in a variety of dance to the students attending the afterschool program at the program site.
2. Staff, music, and equipment will be made available to the program at a negotiated rate - including standard class prices and fees.
3. Victory College Prep agrees to limit class sizes to approximately 15 students.
4. KDO instructors will receive payment at a negotiated interval for the duration of the program.
5. KDO is committed to providing opportunities to low-income students to experience the Art of Dance; the rich culture, development of character and creativity that is unique to this art form. The company believes in the mission of Victory College Prep to promote arts education as a form of leveling the playing field for students from underprivileged backgrounds and is committed to partnering with the school to help close the gap in arts access.
6. VCP agrees to share parent, teacher, and student survey data, discipline data, academic achievement data, and college readiness data with Kids Dance Outreach during quarterly self-evaluations to measure the effectiveness of the program in meeting the academic, psycho-social, physical, and behavioral needs of the students being served. This data will be used to make improvements to the program and service delivery system. The school will also provide space and facilities.

Approved by:

Kids Dance Outreach

  
Michael Johnson, Director

Victory College Prep

  
Ryan Gall, Executive Director



## VICTORY COLLEGE PREP

1780 Sloan Avenue  
Indianapolis, IN 46203  
(317) 351-1534

### Memorandum of Understanding between Victory College Prep and Bethel Indy Parks

This letter serves as a memorandum of understanding on the part of Victory College Prep and Bethel Indy Parks to provide after-school fine arts programming to students at Indianapolis Lighthouse participating in the 21<sup>st</sup> Century Learning Center program.

1. Bethel Parks Indy commits to providing College Prep Awareness programming, personal growth workshops through Indy Achievers project, a College Tour opportunity, leadership for the development of a Drum Line supporting the Arts-infused curriculum of VCP, and staff and volunteers to support the 21<sup>st</sup> Century Community Learning Center at Victory College Prep.
2. Bethel Parks Indy further commits to extending assistance in finding future support and resources to further the sustainability of this exceptional opportunity for students and families of Victory College Prep.
3. Bethel Parks Indy staff have been directly involved in the steering committee and have a vested interest and commitment to the students and families of Victory College Prep. As stakeholders within the community, Bethel Parks Indy recognizes the academic, emotional, and physical needs of the population and will provide an array of opportunities for the program.
4. VCP agrees to share parent, teacher, and student survey data, discipline data, academic achievement data, and college readiness data with Bethel Indy Parks during quarterly self-evaluations to measure the effectiveness of the program in meeting the academic, psycho-social, physical, and behavioral needs of the students being served. This data will be used to make improvements to the program and service delivery system. The school will also provide space and facilities and help with fundraising for costs of the program not covered by the grant such as meals and overnight stays for the out-of-state college tour.

#### Approved by:

Bethel Parks Indy

Derrick Miller, Director

Victory College Prep

Ryan Gall, Executive Director

**MERIDIAN HEALTH SERVICES  
INDIANA SCHOOL MENTAL HEALTH PROVIDER  
MEMORANDUM OF UNDERSTANDING**

This is a Memorandum of Understanding (“MOU”) is made by and between Meridian Health Services Corp., with its principal office located at 240 N. Tillotson Avenue, Muncie, IN 47304 (hereinafter called “Meridian”) and \_\_Victory College Prep \_\_ School, located at \_1780 Sloan Ave, Indianapolis, IN 46203\_\_(hereinafter called the “School”).

**I. PURPOSE**

The purpose of this MOU is to outline the agreements between the School and Meridian for student referral to school and/or community-based mental health services and for the provision of any school-based mental health services by Meridian.

**II. REFERRALS**

**2.1 School Duties and Responsibilities.**

2.1.1 School shall provide professional development and training for School Staff regarding how to identify potential mental or behavioral health issues in students. “School Staff” means teachers, administrators and other employees of School.

2.1.2 School Staff shall follow the School-developed process for notification to a designated school official of any student who demonstrates a repeated pattern of aberrant or abnormal behavior who has the potential need for or could benefit from mental or behavioral health services.

2.1.3 A designated school official shall contact the student's parent/guardian and schedule a conference with the student and the student's parent/guardian to discuss the behaviors which are of concern and the student's potential need for and benefit from voluntary mental or behavioral health services provided by Meridian.

2.1.4 The School shall obtain a written consent or refusal for the student to be referred to Meridian for mental and behavioral health services.

2.1.5 The School shall maintain the confidentiality of any medical records that result from a student's participation in any mental or behavioral health services provided by Meridian.

**2.2 Meridian Duties and Responsibilities.**

2.2.1 With parental engagement and consent, Meridian shall schedule and complete the intake to enroll the referred student in services provided by Meridian.

2.2.2 Meridian shall obtain appropriate releases of information in order to be able to communicate necessary information to the student’s School. The parties acknowledge and agree that Meridian cannot communicate information to the School regarding a student’s treatment (including a student’s participation in services) **unless** Meridian has a release that has been signed by the student’s parent/guardian.

2.2.3 Meridian shall develop and implement an individualized treatment plan for each student referred to Meridian for services.

### III. ROLES AND RESPONSIBILITIES

3.1 **Meridian's Roles and Responsibilities.** Meridian's roles and responsibilities shall include, but are not limited to, the following.

3.1.1 Meridian shall accept referrals from the School for mental and behavioral health services for students and provide feedback as to the status of those referrals to the School; notwithstanding the preceding, Meridian cannot release any protected health information to the School without an appropriate release signed by the student, parent or guardian, as applicable.

3.1.2 Meridian shall respond to referrals made by the School in a timely manner.

3.1.3 Meridian shall explain to student, parent(s) and/or legal guardian(s), as appropriate, the child's rights to confidentiality, their rights to participate or not participate in Meridian's services, the Meridian service registration process, consent for treatment, and the cost of services.

3.1.4 Meridian shall provide Services to any student referred to Meridian by the School, which may include, but are not limited to the following:

- 3.1.4.1 Assessment
- 3.1.4.2 Crisis Intervention
- 3.1.4.3 Behavior Management
- 3.1.4.4 Addiction Treatment
- 3.1.4.5 Individual, Group and/or Family Therapy
- 3.1.4.6 Case Management
- 3.1.4.7 Individual and/or Group Life Skills Training

Hereinafter referred to as the "Services".

3.1.5 Meridian shall ensure that all Meridian employees providing Services: (i) are qualified and have demonstrated competency, clinical experience and training to perform the Services; and (ii) shall maintain appropriate qualifications, certifications and/or license as issued by the State of Indiana and in accordance with applicable federal, state, and local laws, regulations, and ordinances.

3.1.6 Meridian shall provide all Services in a safe and effective manner in accordance with generally accepted professional practices and standards, and all applicable laws, regulations and standards including without limitation those promulgated by the National Committee for Quality Assurance, the Centers for Medicare and Medicaid Services, the Indiana State Department of Health, the policies and procedures of Meridian, and the standards of any accrediting body of Meridian.

3.1.7 Meridian employee's shall abide by all of the School's policies and procedures while on School property.

3.2 **School's Roles and Responsibilities.** The School's roles and responsibilities shall include, but are not limited to, the following.

3.2.1 The School shall provide confirmation to Meridian that School has received consent from a student's parent or guardian for referral to Meridian for voluntary mental and behavioral health services.

3.2.2 The School shall provide Meridian with adequate, dedicated, private, office space at the School where Meridian staff are able to meet with students and their parents/guardians referred by School to Meridian in a confidential manner. Such office space shall be adequately furnished for meeting with students and have readily available telephone and Internet access.

3.2.3 The School shall recognize Meridian, as an approved referral agency for mental and behavioral health services for youth, allowing Meridian staff into the School to provide Services with appropriate consent from the student and/or parent/guardian, as necessary and appropriate.

3.2.4 The School shall support the efforts to connect students to expanded school behavioral health services provided by Meridian.

3.2.5 The School acknowledges and agrees that the mental and behavioral health services provided by Meridian to the School's students are in addition to the usual and customary counseling and guidance services currently provided by the School to its students and are not intended to supplant such services.

#### **IV. FINANCIAL**

4.1 No funds shall be exchanged between the School and Meridian for the provisions of Services by Meridian to students referred to Meridian by School under this MOU.

4.2 Meridian shall bill and collect charges for Services provided by Meridian to students in accordance with applicable state and federal laws and regulations. School agrees to make reasonable efforts to work with Meridian in order to allow Meridian to promptly bill for Services rendered by Meridian to students.

4.3 During the term of this MOU, Meridian will obtain and maintain a group provider number in Meridian's name and in care of Meridian's address for purposes of billing Medicaid for Meridian's Services provided hereunder. Meridian shall have the right to receive payment for all Services it provides to students pursuant to this MOU. Any and all payments received in payment for Services rendered by Meridian shall belong to Meridian and Meridian is hereby authorized to deposit any and all such payments received by Meridian to Meridian's bank account or accounts.

#### **V. TERM AND TERMINATION**

5.1 Term. The effective date of this MOU shall be July 1, 2020 (the "Effective Date"). The MOU shall continue for an initial term of three (3) years ("Initial Term"), unless otherwise terminated as provided herein. Thereafter, this MOU shall automatically renew for additional two (2) year terms (each a "Renewal Term"), unless otherwise terminated as set forth herein. The Initial Term, together with any applicable Renewal Terms, is referred to as the "Term."

5.2 Termination. This MOU may be terminated as follows:

5.2.1 By mutual written consent of both parties.

5.2.2 By either party as a result of a material breach of this MOU upon thirty (30) days' prior written notice to the other party. Provided, however, that if the breach is cured

within the thirty (30) day period, then this MOU shall continue according to its terms.

5.2.3 After the initial three-year term, either party shall have the right to terminate this MOU at any time, without cause, by giving the other party one hundred eighty (180) days' prior written notice.

5.3 Effect of Termination. Upon termination of this MOU, neither party shall have any further obligations hereunder except for obligations accruing prior to the date of termination. In the event this MOU is terminated before it has been in effect for a period of one (1) year, the parties agree not to enter into another MOU for the same or substantially the same terms during such one-year period.

## **VI. RELATIONSHIP OF THE PARTIES**

6.1 Independent Contractor Status. It is expressly understood by the parties hereto that Meridian is an independent contractor of School. Nothing in this MOU is intended nor shall be construed to create a partnership, joint venture, employer/employee or principal/agent relationship between Meridian and School.

6.2 Taxes. Meridian agrees to pay, as they become due, all applicable state and federal withholding and income taxes, as well as other payroll taxes, including social security taxes due and payable on the compensation provided by Meridian to its employees. Meridian shall be solely responsible for compensating Meridian employees for Services rendered pursuant to this MOU.

6.3 Benefits. No employee benefit plan or benefits available to employees of School shall be available to Meridian, its employees or agents. The term "employee benefit plan" shall have the same meaning as such term has in Title I of the Employee Retirement Security Income Act of 1974 ("ERISA").

## **VII. Insurance**

7.1 Meridian. During the Term of this MOU, Meridian shall maintain, or cause to be maintained, the following types of insurance coverages with at least the following liability limits:

7.1.1 Professional liability insurance in the minimum amounts necessary to qualify Meridian and Meridian's employees, while acting in the course and scope of their employment, as qualified health care providers under the Indiana Medical Malpractice Act (the "Act"). In addition, Meridian shall pay, or cause to be paid, all surcharges and take such other actions as may be necessary from time to time to qualify and maintain qualification under the Act.

7.1.2 Comprehensive general liability insurance (including, but not limited to: premises, operations, contractual, products and completed operations) covering itself and its employees (including Leased Employees) against property damage, bodily or personal injury or death with liability limits of at least \$1,000,000 each occurrence and \$3,000,000 in the annual aggregate.

7.1.3 Workers' Compensation insurance, covering its employees, as required by law.

7.2 School. School shall maintain, or cause to be maintained, the following insurance coverage with at least the following liability limits:

7.2.1 Comprehensive general liability insurance (including, but not limited to: premises, operations, contractual, products and completed operations) covering itself and its employees against property damage, bodily or personal injury or death with liability limits of at least \$1,000,000 each occurrence and \$3,000,000 in the annual aggregate.

7.2.2 Workers' Compensation insurance, covering its employees as required by law.

**VIII. Indemnification.**

8.1 Each party agrees that it will indemnify and hold harmless the other and its officers, agents, and employees from any loss, costs, damage, expense, attorneys' fees, and liability by reason of bodily injury, property damage, or both of whatsoever nature or kind, arising out of or as a result of the sole negligent act or failure to act of such party or any of its agents or employees.

**IX. Compliance.**

9.1 HIPAA. The parties hereto acknowledge that the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”), as amended, requires covered entities like Meridian to comply with certain privacy requirements associated with the transfer, use or disclosure of protected health information and electronic protected health information (collectively referred to herein as “PHI”). The School acknowledges that Meridian has a duty to comply with the applicable HIPAA privacy requirements and other federal, state and local laws and regulations governing PHI, and the School agrees it will protect the privacy of all student PHI to the fullest extent required by Meridian under HIPAA.

9.2 FERPA. The parties hereto acknowledge and agree that the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99) (“FERPA”) places certain limitations on disclosure of personally identifiable information from education records. 34 CFR 99.33 (a)(2) states that the officers, employees and agents of a party that receives education record information from an educational institution may use such information only for the purposes for which the disclosure was made. Meridian acknowledges that School has a duty to maintain the privacy of student records, including without limitation education records as defined by FERPA, and Meridian agrees that it will protect the privacy of all student education records to the fullest extent required of School under FERPA.

**X. Notices.** Notices or communications required or permitted under this MOU shall be given to the respective party by registered or certified mail (said notice being deemed given as of the date of mailing) or by hand delivery at the following addresses unless either party shall designate a new address by written notice:

Meridian: Meridian Health Services Corp.  
Attn: President/CEO  
240 N. Tillotson Ave.  
Muncie, IN 47304

School: Victory College Prep  
Attn: Ryan Cell



1780 Sloan Ave.  
Indianapolis, IN 46203

## XI. MISCELLANEOUS

11.1 **Severability.** If any part of this MOU is held by a court of competent jurisdiction of state or federal law to be invalid, void, or unenforceable, the remaining provisions shall not be affected and continue in full force and effect as if the invalid and unenforceable matter had been omitted.

11.2 **Assignability.** Neither party hereto may assign its rights or obligations under this MOU to any other person or entity without the prior written approval of the other party hereto, which approval shall not be unreasonably withheld. Notwithstanding anything to the contrary herein, School and Meridian may assign this MOU, without the written approval of the other party, to any successor entity or related or affiliated organization. In the event of an assignment by either party, the terms and conditions of this MOU may not be materially changed without the prior written consent of the other party.

11.3 **Waiver.** A waiver by either party of a breach or failure to perform hereunder shall not constitute a waiver of any subsequent breach or failure.

11.4 **Binding Effect.** This MOU shall be binding upon the parties to this MOU and their respective heirs, representatives, successors and permitted assigns.

11.5 **Entire Agreement.** This MOU contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all previous contracts, agreements or understandings between the parties with respect to the same subject matter. Neither School nor Meridian shall be entitled to other benefits than those herein specifically enumerated.

11.6 **Amendment.** This MOU may not be amended or modified except by a written amendment signed by both parties.

11.7 **Governing Law.** This MOU shall be governed by, construed and enforced in accordance with the Laws of the state of Indiana.

11.8 **Compliance with Laws.** Both Meridian and School shall comply with all applicable labor Laws, wage and hour Laws, and Laws regarding equal employment opportunities, whether federal, state, or local. Neither Meridian nor School shall discriminate on the basis of race, creed, color, sex, religion, age, national or ethnic origin, disability or other basis prohibited by Law.


11.9 **Attorneys' Fees.** In any action to enforce any of the provisions of this MOU, the successful party to any such litigation shall be entitled to recover the costs and expenses of any such litigation, including reasonable attorneys' fees, in addition to all of the rights and remedies at law.

11.10 **Recitals; Headings.** The recitals set forth above are incorporated by reference as if more fully set forth at length herein. The headings placed before the several paragraphs of this MOU are inserted for ease of reference only, do not constitute a part of this MOU, and shall not be used in any way whatsoever in the construction or interpretation of this MOU.

11.11 **Interpretation.** The parties hereto acknowledge and agree that (i) each party has reviewed the terms and provisions of this MOU; (ii) the rule of construction to the effect that any ambiguities are resolved against the drafting party shall not be employed in the interpretation of this MOU; and (iii) the terms and provisions of this MOU shall be construed fairly as to all parties hereto and not in favor or against any party, regardless of which party was generally responsible for the preparation of this MOU.

11.12 **Execution.** This MOU and any amendments thereto shall be executed in duplicate copies on behalf of Meridian and School by an official of each, specifically authorized by its respective board to perform such executions. Each duplicate copy shall be deemed an original, but both duplicate originals together constitute one and the same instrument.

IN WITNESS WHEREOF, the parties have caused this MOU to be signed by their respective duly authorized officer on the day and year set forth below.

“School” <u>Victory College Prep</u>	“Meridian” <b>Meridian Health Services Corp.</b>
By: <u></u>	By: _____
Name: <u>Ryan Call</u>	Name: _____
Title: <u>Executive Director</u>	Title: _____



## VICTORY COLLEGE PREP

1780 Sloan Avenue  
Indianapolis, IN 46203  
(317) 351-1534

### Memorandum of Understanding between Indianapolis Lighthouse Charter School and Inner Beauty / New BOY

This letter serves as a memorandum of understanding on the part of Victory College Prep and Inner Beauty to provide after-school mentoring and character-education programming to students at Victory College Prep participating in the 21<sup>st</sup> Century Learning Center program.

1. Inner Beauty has agreed to partner with Victory College Prep and the 21<sup>st</sup> Century Community Learning Centers program. Instructors will provide instruction in character education to the students attending the afterschool program at the program site.
2. Inner Beauty and B.O.Y. will provide staff, curriculum, and materials for the 21<sup>st</sup> Century Learning Communities afterschool program and agrees to operate at the teacher rate given by ILCS at \$25/hour.
3. Up to 30 students will be served by the program, 15 girls and 15 boys. The group will meet for two, one-hour sessions on Wednesdays and participants will be selected in one of two ways. Either a student will self-select into the program as an elective of personal interest or a student will be recommended for the program based on discipline data that indicates a need for a strength-based character education program.
4. Inner Beauty is a strength-based character education program aimed at helping young women in underserved communities. The mission is to cultivate and empower youth through programs, activities, and relationships to instill a new sense of self and direction. The commitment includes staff, resources, and activities directed at meeting the at-risk indicators associated with the students of Victory College Prep. B.O.Y. combines efforts with Inner Beauty to bring character education to young men in the community.
5. VCP agrees to share parent, teacher, and student survey data, discipline data, academic achievement data, and college readiness data with Inner Beauty during quarterly self-evaluations to measure the effectiveness of the program in meeting the academic, psycho-social, physical, and behavioral needs of the students being served. This data will be used to make improvements to the program and service delivery system. The school will also provide space and facilities.

Approved by:

Inner Beauty

  
\_\_\_\_\_  
Chrystal Hines, CEO

Victory College Prep

  
\_\_\_\_\_  
Ryan Gall, Executive Director



# 21<sup>ST</sup> CCLC

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

*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 21<sup>st</sup> 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



21<sup>ST</sup> CCLC

**PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

Victory College Prep proposes to continue funding for our 21<sup>st</sup> Century Community Learning Center that meets the needs of 300 students in grades K-12 who have been identified as students who did not pass or demonstrated low growth on the ILEARN, IREAD, or ACT. The program is based on a comprehensive service delivery system that meets the academic, physical, psycho-social, and cultural needs of our scholars. Our student populations are high in poverty and 100% are eligible for free/reduced lunch. Many do not have structured activities during out-of-school hours and spend their time in childcare facilities or home alone under the supervision of older siblings. This program not only gives them a safe place to go, but also provides activities customized to their academic, social-emotional, and recreational needs and interests.

Our current program, for which we are proposing continued funding, would provide targeted academic tutoring services in math and reading for 300 of our students with the highest academic need using research based curricula. The center will partner with Indy Parks to provide sports and recreation activities that enhance our scholars' physical health and wellness. We also have a partnership with Meridian Mental Health to provide mental health services to improve the behavioral health and welfare of our student population. To meet the needs of young ladies, we will partner with Inner Beauty to offer character education and life skills. We will also provide mentorship opportunities for our young men through NEW B.O.Y. High school students will receive college and career readiness preparation through Ivy Tech Community College and Employ Indy. Students will also have



## 21<sup>ST</sup> CCLC

opportunities to join a variety of high-interest clubs such as Indianapolis VEX Robotics. Our goals are to improve the academic performance of all participants, increase parental engagement, and decrease the number of disciplinary issues in this specific subgroup.

### **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

Victory College Prep (VCP) meets the minimum eligibility requirements for the 21<sup>st</sup> CCLC as a Title 1 Focus School and as a school that has a free/reduced lunch rate of 100%. Additionally, had the state of Indiana not granted “hold harmless” status to all schools, VCP would have received a “D” letter grade on the state’s A - F framework for the 2018 - 2019 academic year.

This application is being submitted by VCP in partnership with Indy Parks’ Bethel Park Family Center, Meridian Health Health, Inner Beauty, and NEW B.O.Y, all of which are community-based organizations in Indianapolis. We are also pleased to continue partnering with Ivy Tech Community College and Employ Indy to strengthen our College & Career Readiness support to high school students. Our partnership with the community organizations was developed out of previous success with our students both in the 21<sup>st</sup> century program and during the school day - our community partners know the students by name and have connected with many of them outside of the school setting. Specifically, the partnership with Indy Parks came out of a recognition that many of our community students use the Bethel Park Community Center and are more likely to engage in school when they see familiar faces from the “out of school” setting. Our Ivy Tech and Employ Indy



## 21<sup>ST</sup> CCLC

partnership was developed out of the release of the state's graduation pathways and our need to provide meaningful work-based training and development for our students prior to graduation. Ivy Tech provides pre-college training for dual credit and Employ Indy provides the training necessary for students to learn the workplace behaviors necessary to succeed in a career.

Leveraging these partnerships and our own staff, we are able to qualify for the program by providing meaningful after-school tutoring and support to our students in reading and math and to positively impact their readiness for post-secondary options after graduation. We focus on providing remediation and support targeted on high-leverage grade level skills that will lead to increasing student proficiency so that they are more likely to matriculate to a post-secondary program. This has been our focus for the past five years and will continue to be the focus as we work to enrich our students and to provide a safety net for those who are most at risk.

### **PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

VCP is eligible for the addition of 5 Organization Priority Points as 1) a low-income applicant, 2) a Focus School with 100% of students receiving free/reduced lunch, and 3) an applicant serving high school participants.

VCP is eligible for the addition of 5 Programming Priority Points on the basis of the strong emphasis on STEM and literacy. After school tutoring will have a strong emphasis on developing students' mathematics proficiency and higher order STEM skills through tutoring



## 21<sup>ST</sup> CCLC

sessions that utilize online platforms and through student involvement in FIRST Lego League and FIRST Tech Challenge. All students will also receive targeted instruction, especially in grades K-3. This instruction will heavily rely on the research based iReady platform, and will be supplemented with Engage NY curriculum materials. These two areas of focus for afterschool instruction efforts will be supported with extensive professional development, and will be aligned to the Indiana Academic Standards as well as the Indiana Afterschool Network Specialty Standards.

### **NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

#### **A. Academic and High Poverty Needs**

The continuation of a 21<sup>st</sup> CCLC at Victory College Prep would provide vital support for the high needs of students related both to student poverty levels and student academic achievement. At VCP, 100% of scholars are eligible for free/reduced lunch. 71.7 percent of students are black or multi-racial, 15.4 percent of students are Hispanic, and 12.7 percent of students are white. Student mobility is a significant reality for the school, with a year-to-year retention rate of approximately 80% in spite of relatively consistent enrollment levels.

Academic data from ILEARN and ACT assessments demonstrate the high academic need presented at VCP, which received a B on the 2018-2019 A-F Accountability Report Card as a result of the state granting a “hold harmless” exemption (VCP would have received a D without that exemption). In that year, 70.7% of scholars passed the IREAD. For ILEARN, only 21.5% of students were proficient in ELA and 23.9% in math for students in grades 3 -





## 21<sup>ST</sup> CCLC

8. High academic need was particularly prevalent in math, where only 45% of the Bottom 25% and 40% of the Top 75% achieved High Growth from the previous year. On high school ACT scores for graduates of VCP, the average score was a 15 in 2018-2019—a score that is 6 points below the ACT benchmark for college readiness. These low percentages and passage rates were the primary drivers of the low school grade on VCP’s A-F Accountability Report.

In order to increase the number of scholars who pass the ILEARN and graduate college-ready, VCP must increase its ability to provide targeted academic services to students identified as Low Growth and help to achieve High Growth. Based on research presented by the IDOE, a student is increasingly more likely to achieve proficiency with each additional year they achieve High Growth. The structure of the proposed 21<sup>st</sup> CCLC in this application is designed to increase the number of students demonstrating high growth each year as a means to achieving a rapid growth in student proficiency and passage rates.

### **B. Current Out-of-School Time Programming and Gap Analysis**

Currently, VCP is able to offer-school programming exclusively as a result of the 21st CLCC program. Without grant funding, after-school programming was only offered two days per week for 1.5 hours per day. On those days, 120 students stayed after-school for a variety of activities, clubs, sports, and tutoring. These programs were not coordinated or systematic and were mainly driven by volunteers in the school working in isolation from one another. We estimate that approximately 75 of our elementary students attend day care providers after the conclusion of the regular school day, but the providers lack the ability to



deliver a comprehensive out-of-school time experience that supports students' academic, psycho-social, physical, and cultural needs in a systematic, research-based manner. The continuation of this grant will help sustain our after-school programming from 3 hours per week to 12 hours per week and will provide the funding needed to continue the transformation of our after-school activities from interconnected, rigorous, research-based tutoring program focused on math and reading growth that lead to increased post-secondary outcomes for students.

### **C. Identification of Needs, Services, and Partners**

VCP identified academic needs through an initial analysis of student performance data on state assessments, classroom grades, and on college entrance exams - significant gaps in grade level proficiency and post-secondary readiness necessitated a focus on increasing student proficiency in both reading and mathematics that would lead to increase postsecondary readiness.

To determine the ability to offer services, VCP surveyed staff and students to better understand the student demand for increased after-school programming and staff interest in facilitating these increased offerings. Surveys showed that over 300 students would be interested in regular tutoring and clubs and that over 20 staff members would be interested in providing this programming. Once demand and staffing internally was established, VCP worked with their parent coordinator to outline the program and to further survey parents about which nights would be most successful to facilitate programming and what the demand for transportation would be throughout the school community.



## 21<sup>ST</sup> CCLC

Following the establishment of internal staffing options for programming and family interest and support for days of the week and transportation, VCP worked with existing partners to review the vision for the program and to identify services that partners could provide that would enrich the offerings already being provided by VCP staff.

### **PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

VCP will partner with Meridian Mental Health to provide school based services to our students and families by utilizing Medicaid funding. Their mental health professionals provide a variety of mental health services at no additional cost to the Community Learning Center (CLC). Several other community partners have agreed to provide programming to our school at a steep discount, including: Inner Beauty, NEW B.O.Y, Living Empowered Sports, Ivy Tech Community College, and Employ Indy. This means they will not require any additional costs for their curriculum, materials, or programming, and they will agree to our teacher rate of \$25/hour. Inner Beauty and NEW B.O.Y are two youth empowerment organizations geared towards young women and young men, respectively, (ages 8-18) to provide character education, mentorship, and cultural awareness programming. Living Empowered Sports, who have also agreed to provide their athletic training services and coaching to our scholars at the teacher rate, will work with our at-risk athletes to build their physical wellness as well as their character and motivation through hard work and competitive sports. Ivy Tech Community College has agreed to provide adjunct faculty status to all of our 11th and 12th grade teachers at no cost - allowing them to facilitate Ivy



## 21<sup>ST</sup> CCLC

Tech programming on the VCP campus at no cost. Employ Indy has agreed to provide all staff training and student workbooks to facilitate their Job Ready curriculum at no cost as well - providing students with the necessary workplace readiness certification to participate in work-based internship experiences.

The school itself, VCP, is committed to contributing \$50,000 of Title 1 money to the CLC for personnel. It also plans to build a symbiotic relationship between the school's existing Response to Intervention cycle and the CLC academic program in a mutually beneficial collaboration. Response to Intervention is the school's protocol for providing timely research-based intervention to students at risk of academic failure. All RTI assessment tools will be made available to the CLC for progress monitoring of regular attendees in reading and math achievement. In return, the CLC tutoring services will become an extension of the RTI intervention services by providing an additional layer of intervention to Tier 2 and Tier 3 students. VCP is also committed to covering all building expenses including rent and utilities for the CLC by providing classroom and recreational space to run its programs as well as access to the schools' two computer labs, one mobile lab, and Promethean board technology.

### **PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

#### **A. Strategies for Student Recruitment and Academic Support**

Victory College Prep has a rigorous plan for recruitment, enrollment, and retention as well as specific strategies for identifying and meeting students' individual needs. The school



## 21<sup>ST</sup> CCLC

will begin recruitment for summer school in April. The program director and school administrators will analyze data from a variety of sources, including those who are at risk of retention, those who did not pass ILEARN, and who did not demonstrate adequate mastery on PIVOT benchmark assessments, and create a priority list of students targeted for mandatory summer school. Phone calls and meetings will take place throughout the month of April and May until at least 90% of students on the priority list have been enrolled. Any extra spots will be made available in the final two weeks of school to the rest of the population. Summer Advantage has research-based curricula as well as pre and post tests to identify students' individual needs and place them in the correct academic level. Transportation will be provided and activities including art, music, drama, gym, field trips, and service projects are incorporated into the program, aiding attendance and retention.

Recruitment for the after school program will begin in July. Summer school students will automatically receive enrollment packets and parents will meet with administrators to sign a school and family compact requiring their student's enrollment into the after school program. K-2 students identified in the bottom quartile on the spring iREADY assessment, 3rd-8th grade students who did not pass the ILEARN/IREAD and/or showed Low Growth on the ILEARN/IREAD, and high school students who are in danger of academic failure will be required to enroll in the after school program. Based on current data, we project that 140 elementary K-5 students and 120 middle school students will be required to enroll in the after school CLC. The school board will amend the Student and Family Handbook to include a requirement for students at risk of academic failure to attend the 21st CCLC.



## 21<sup>ST</sup> CCLC

Parents will be informed that transportation will be provided for their child to arrive safely each day and that the program is free of charge and includes a variety of enrichment activities that will aid in their child's social, physical, cultural, and psychological development in addition to their academic improvement. In order to decline services, parents must sign a waiver acknowledging that they are declining recommended services that the school believes are critical to their child's academic success. Upon enrollment, parents, students, and the school will sign a school and family compact acknowledging the need for these services based on the student's current academic performance and a mutual, collaborative agreement with a detailed list of actions that each party (parent, student, and school) is committed to fulfill. The school will also put an incentive program in place that rewards students and parents with gift cards from local businesses based on attendance.

The school will use a triangulation of RTI universal screening data, ILEARN data, and PICTO scores to identify each student's academic needs and carefully place them in the appropriate math and reading tutoring classes. Once placed, students will regularly be progress monitored within their program using RTI assessment tools as well as the after school curriculum's assessment tools which will be regularly shared with parents and the school day teachers.

### **B. Design Requirements**

#### Students with Disabilities

Every effort will be made to accommodate students with special needs. The school building at Victory College Prep is wheelchair and handicap accessible with a working



## 21<sup>ST</sup> CCLC

elevator for the second and third floor. The school's special education director will work with after school teachers to create an after school plan that aligns with the student's IEP. We are also committed to hiring at least one special education licensed teacher to be on staff in the 21st CCLC program.

### Title 1 Schools

Victory College Prep is a Title 1 school with 100% of students eligible for free/reduced lunch. Section A describes our plan for recruiting those within our population who are most at-risk and whose data illustrates that they are not on grade level proficiency and/or identified as Low Growth on ILEARN or IREAD proficiency. We anticipate that over 95% of students enrolled in the after school program will be free/reduced lunch eligible and we plan to give priority to those families and continue recruitment efforts through phone calls, letters, and meetings from teachers and administrators until the highest need families have been reached.

### Parental Involvement

Victory College Prep plans to have our full time family coordinator collaborate with the after school program director to promote educational development and literacy activities for adult learners at no additional cost to the CLC. Currently, the family coordinator facilitates monthly parent meetings to update parents on important school news. We plan to redesign these monthly meetings into adult learning workshops focused on topics that parents have requested and that research suggests will improve student outcomes, including: speech development in the early years (13 week course), positive discipline techniques, resume



## 21<sup>ST</sup> CCLC

writing, word processing, fundamentals of reading, financial literacy, your child's developmental needs, new ways to teach math, and health cooking. Each meeting will be held once in the morning and once in the evening to accommodate the varied schedules of working parents. A similar parent education track will be put into place for the high school, wherein parents will attend monthly education nights that will walk parents through each year of the high school process to highlight the most important things to focus on for each year, including: ACT test preparation, college applications, and financial aid. Lastly, parents have complained that there are not enough low cost family activities within the community. VCP proposes to launch a series of six to eight "family fun nights" that focus on different themes including: Open Gym Basketball, Family Line Dance Night, and Family Trivia Night.

### USDA Approved Snacks for 21st CCLC Children

Victory College Prep intends to provide a daily nutritious, USDA approved snack to after school attendees through the Child and Adult Care Food Program under the IDOE's At-Risk After School Meals Fund. We will contract food services through an approved vendor, Ceres Food Group, at an estimated cost of \$0.80 per snack. The healthy snacks will be delivered once a week to the school cafeteria by the vendor and prepared each afternoon. Snacks will be distributed each day within the first twenty minutes of the program.

### Support for Strategic Priorities

The program design for the 21st CCLC is closely aligned in goals, purposes, and activities to the school's Culture of Achievement (CAP) plan. The design community used





## 21<sup>ST</sup> CCLC

the CAP as the launching point for discussing the academic needs of the school, starting with the priorities for improvement in ELA and Math. The subgroups identified for improvement are the Bottom 25% and the Low Growth subgroups according to ELA and Math ILEARN data. These groups will be required to enroll in the afterschool program and the RTI process will facilitate the design and coordination of the interventions these students receive during the school day and after school. The curricula chosen for the after school program are research based and aligned to Indiana Common Core State Standards. The emphasis on a smooth transition to the CCSS is also a strategic priority in the CAP. Finally, the school has a strategic priority to empower parents to work as collaborators and equal partners alongside school staff to achieve the best outcomes for their students. This priority is also reflected in the program plans for improving family engagement.

<p><b>After school Mondays, Tuesday, Thursdays</b></p> <p>4:00-4:30 - Homework help and healthy snack for all K-12 participants</p> <p>4:30 - 6:30 - Students will cycle through a range of classes and computer labs based on their grade level and academic needs</p> <p>K-1 Grades</p> <p>30min-K-1 Math Lab using IXL Math</p> <p>30min-K-1 Math Small Group Tutoring using Moving with Math</p> <p>30min-K-1 Reading Small Group Tutoring using Engage NY</p> <p>30min-K-1 Reading Small Group Tutoring with Benchmark Reader's Theater and/or Reading A to Z (based on phonics level)</p> <p>30min-Physical recreation using SPARK curriculum</p> <p>2-8 Grades</p> <p>45min-Computer Lab time using IXL Math or iREADY Reading</p> <p>45min-Small Group tutoring using Reader's Theater or Engage NY</p> <p>30min-Physical recreation using SPARK curriculum</p> <p>High School</p> <p>45min-APEX Credit Recovery or Enrichment Class</p> <p>45min-Engage NY of IXL Math Tutoring Class with 1-to-1 laptop program</p> <p>30min-Extracurricular activity (may extend beyond the after school program)</p>	<p><b>After School Wednesdays</b></p> <p>3:00-3:30-Homework help and healthy snack for K-12</p> <p>3:30-4:30-A variety of after school elective clubs take place. Each student will be enrolled into 1-3 electives depending on the length of time required for their clubs, which range from one to three and a half hours. Students at high risk will receive an additional dose of math and reading tutoring.</p> <p>4:30-6:30-Academic tutoring rotation, same as on Mon, Tue, Thu. (see first column)</p>
<p><b>After school Mondays, Tuesday, Thursdays</b></p> <p>8:30 - 9:00 - Breakfast and Community Time</p> <p>9:00 - 12:00 - Literacy and Math</p> <p>12:00 - 1:00 - Lunch and Recess</p> <p>1:00 - 3:00 - Enrichment Activities such as art, music, and gym</p> <p>3:00 - Program ends</p>	<p><b>Summer School-Fun Fridays</b></p> <p>8:30 - 3:00 - Field Trips, Inspirational Guest Speakers, and Other Enrichment Activities including Family Days</p>

<b>Hours and Weeks of 21st CCLC Program Operation for Students and Families</b>					
<b>School Year - Hours per Day</b>					
	<b>Week day Before school</b>	<b>Week day After School</b>	<b>Weekend Days</b>	<b>Evening</b>	
<b>Hours with Students</b>	0	Average of 3 hours/day	0	2	
<b>Hours with Family Members</b>	0	0	0	2	
<b>Number of Days per Week</b>	0	4	0	2	
<b>Number of Weeks</b>	0	26	0	26	
<b>Total Program Hours</b>	0	165	0	208	

<b>Summer - Hours Per Day</b>			
	<b>Weekday</b>	<b>Weekend Days</b>	<b>Evening</b>
<b>Hours with Students</b>	6.5	0	0
<b>Hours with Family Members</b>	1	0	0
<b>Number of Days Per Week</b>	5	0	0
<b>Number of Weeks</b>	4	0	0
<b>Total Program Hours</b>	150	0	0



## 21<sup>ST</sup> CCLC

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

Victory College Prep has demonstrable evidence in support of continued funding of the program from the perspective of previous success. Over the past year, over 70% of VCP scholars completed at least one Advanced Placement or college credit course. These classes spanned a wide range of options for scholars including: Project Lead the Way engineering-based courses, IU-Bloomington courses (World History, Composition, and English Language), Ivy Tech courses (Sociology and Exploring Colleges and Careers), and Advanced Placement (Statistics and Studio Art). Additionally, more than 60% of CCLC participants enrolled in the college prep track and have completed their educational, career, and personal plan and completed a portfolio documenting their activities. Further, these students shared these portfolios with community partners during an open gala as well as other scholars not enrolled in the CCLC. This has inspired other students to learn more about the program and sparked renewed interest in the program.

A primary goal of the original grant term was for more 60% of regular CCLC participants in grades 9-12 to earn a minimum of 10 credits during the school year. Impressively, all but two students were able to accomplish this feat. One of the students who did not was only due to the scholar graduating early due to COVID. Another such example of far exceeding grade measure goals lies in an originally stated goal for 20% of regular CCLC participants to earn a B or show improvement in both their English in Mathematics courses. Indeed, over 50% of regular CCLC scholars were able to meet this goal, demonstrating the strength of the 21st CLC program and learning platforms.



## 21<sup>ST</sup> CCLC

Via student and family surveys, Victory College Prep also found that parents reported they have more confidence in their ability to navigate their child's developmental and educational needs and over 60% of parents who attended parent workshops reported that they feel more engaged with the Victory College Prep community. In partnership with the Family Coordinator, the 21st CCLC staff has been able to host monthly events with widespread turnout with parents representing the entire range of K-12 scholars.

Finally, Victory College Prep has radically improved in its commitment to attend all IDOE sponsored events related to the grant and timely submission of all required documentation including attendance, performance data, and financial records. Timely reimbursement of the grant has occurred throughout the year with 100% of the funds being drawn down and allocated toward the program as outlined in the yearly budget.

### **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

#### **A. Implementation of Evidence Based Programming**

The curricular programs selected for the 21st CCLC are all research-based. Achieve3000's literacy solutions are built on decades of scientific research into how learners develop essential reading and writing skills. In addition, the programs are aligned to Common Core State Standards. Achieve3000 meets students one-to-one at their individual reading levels by providing differentiated nonfiction passages on a common topic, matched



to his/her Lexile and grade level standards<sup>1</sup>. Formative assessments aligned to standards are built into the program to measure students' Lexile growth and teachers use the data to provide direct instruction and practice. As the student progresses, the rigor of the text is increased. According to numerous studies, nonfiction text develops students' knowledge of vocabulary, literacy, and the world<sup>2</sup> and acquisition of this background knowledge assists students in other content area reading<sup>3</sup>. Achieve3000 literacy solutions use a five-step literacy routine proven to improve vocabulary, comprehension and critical thinking skills, reading fluency, and writing skills - and to keep students on track for college and career readiness. During this routine, students receive pre-reading activities, nonfiction readings, and follow-up activities that are precisely matched to their reading abilities. Each step is based on best practices that evolved out of decades of reading research. To develop effective habits of mind fostered by the CCSS initiative, every article provides opportunities for students to practice three proven reading comprehension strategies - summarizing, generating questions, and setting the purpose. According to Dr. Linda Kucan, as well as recommendations by the National Reading Panel, effective vocabulary instruction provides multiple encounters with new words and plentiful opportunities for students to use words in varied ways. The nonfiction articles in Achieve3000 include reading-level-appropriate

---

<sup>1</sup> Tomlinson, C.A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Virginia: ASCD.

<sup>2</sup> Anderson, E. & Guthrie, J.T. (1999, April). *Motivating children to gain conceptual knowledge from text: The combination of science observation and interest texts*. Paper presented to the annual meeting of the American Educational Research Association, Montreal, Canada.

<sup>3</sup> Wilson, P.T., & Anderson, R.C. (1996). What they don't know will hurt them: The role of prior knowledge in comprehension. In J. Oransano (Ed.), *Reading comprehension from research to practice* (pp. 31-48), Hillside, NJ: Erlbaum



## 21<sup>ST</sup> CCLC

words, which are reviewed and reinforced in pre-reading activities, including direct, explicit instruction, as well as follow-up activities.

IXL Math and Think Through Math are also aligned to CCSS and allow for easy differentiation and individualized instruction. It standards-based math practice with ongoing formative assessment. With the data-driven nature of the programs, a teacher can identify a student's strengths and pinpoint trouble spots, track improvement over time, and set customized practice goals for each student. Additionally, the IXL Math has a built-in incentive program where students collect ribbons and medals in a game-based interface, thus encouraging participants to achieve "flow" as described by Mihaly Csikszentmihalyi from the University of Chicago. Focus and concentration hold the key to achieving flow, the building blocks of which are: clear goals every step of the way, immediate feedback to one's actions, a balance between challenges and skills, distractions are excluded from consciousness, there is no worry of failure, and the sense of time becomes distorted. These strategies and qualities are often used in video games and IXL Math harnesses elements of this theory to engage students. Think Through Math has helped students learn to analyze and solve word problems by applying a pedagogy derived from explicit instruction, gradual release, Riegeluth's elaboration theory, Rosch's categorization by prototype, mastery learning from Bloom's Taxonomy, Vygotsky's zone of proximal development, Tomlinson's assessment and differentiation, and Ward and Sweller's worked examples. VersaTiles, Reader's Theater are both IDOE approved curricula.



**A. Program Goals, Objectives, Activities, and Performance Measures**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
<p>1) Improve student academic achievement</p>	<p>1.1) Increase reading comprehension among regular participants.                      1.2) Increase vocabulary and improve writing proficiency                      1.3) Increase mathematics achievement among regular participants                      1.4) High school students have the opportunity to make up missing credits</p>	<p>1.1) Tutoring-Homework assistance, Benchmark Reader's Theater (K-12), Achieve3000 (2-12), Reading A-Z (K-8)                      1.2) Tutoring-vocabulary specific activities, homework assistance, one-on-one reading, Reading A-Z                      1.3) Tutoring-math specific, homework help, Think Through Math (4-8), IXL Math (PreK-Geometry), VersaTiles                      1.5) Credit recovery program, tutoring and homework assistance, APEX</p>	<p>1.1a) Spring proficiency rates on PIVOT will increase by 5% from fail proficiency rates in ELA and Math during Year 1.                      1.1b) Regular participants will grow at least 1.25 reading levels on PIVOT from fall to spring.                      1.2) 70% of regular attendees will pass the Reading portion of ILEARN.                      1.3) The percent of students passing math on the ILEARN will increase by 3%.                      1.4a) 60% of regular program participants who failed at least one class in the past year will recover a minimum of 40% of credits missed in the past year by (1) taking additional credits beyond the current schedule as outlined in the student's "graduation plan;" or (2) enrolling in credit recovery during the 2020-2021 school year.                      1.4b) 60% of regular program participants will earn a minimum of 10 credits during year 1 of the program.                      1.4c) 75% of regular program</p>	<p>1.1) PIVOT (K-8)                      1.2) ELA ILEARN                      1.3) Math ILEARN                      1.4) High school transcripts and student records                      1.5) Average daily attendance at CLC</p>

<p>2) Improve student behavior</p>	<p>2.1) Decrease the number of disciplinary infractions 2.2) Decrease the number of out-of-school student suspensions 2.3) Decrease the number of expulsions</p>	<p>2.1) Counseling opportunities- Meridian Health services, Mentorship and Character Education-Inner Beauty and NEW B.O.Y. Group workshops, Responsive Classroom and DDMS model, Parent workshops, wellness workshops 2.2) In-school suspension, Mentor program 2.3) Alternative to Expulsion, after school probationary model 2.4) Cultural experiences, Structured Recreational</p>	<p>participants in their fourth year of high school will graduate from high school within six months of their “grade level cohort.” 1.5) 70% of the total students enrolled in the CLC will attend at least 60 days or more during the year.</p> <p>2.1) The number of disciplinary infractions will decrease by 10% from the same time in the previous year 2.2) The number of out-of-school student suspensions will decrease by 10% from the same time in the previous year 2.3) The number of student expulsions will decrease by 10% from the same time in the previous year 2.4) 60% of after school parent surveys will report a noticeable improvement of their regular CLC attendee</p>	<p>2.1) Educator’s Handbook will be used as a data collection tool to track disciplinary infractions, student suspensions, and expulsions 2.2) After school parent surveys will be administered once a quarter</p>
------------------------------------	--	---	--	--

<p>3) Increase family involvement</p>	<p>activities-Living Empowered Sports</p>	<p>3.1) Increase the number of adult learning opportunities for parents 3.2) Equip high school parents to guide their high school student through each year in preparing them for college entrance 3.3) Increase the number of opportunities for whole school engagement</p>	<p>3.1) Parent workshops on topics including: children's mental health and wellness, positive discipline techniques, effective literacy best practices, new ways of teaching math, using technology to leverage your child's learning, resume writing, creative writing 3.2) Monthly educational nights for parents on what they need to do for their child during each year of the high school process. The format would vary between workshop, roundtable discussion, and town hall meetings 3.3) "Family Fun Night Series"-open gym family volleyball, open gym family basketball,</p>	<p>3.1) 60% of parents of regular attendees will attend at least 3 out of 7 parent workshops 3.2) Parent surveys report a greater confidence in navigating their child's developmental and educational needs and a deeper engagement in the school's culture of achievement 3.3) Attendance at Family Fun Nights will increase by 10% each quarter from fall to winter to spring</p>	<p>3.1) Attendance record and sign-in sheets at adult learning workshops 3.2) Parent surveys 3.3) Attendance records at "Family Fun Night" series</p>
---------------------------------------	---	--	---	--	---

<p>4) Increase the number of STEM problem-solving and project-based opportunities for students</p>	<p>4.1) Ignite early elementary students' passion for science 4.2) Improve upper elementary and middle school students' scientific knowledge, methods, and thought process 4.3) Create opportunities that empower high school students to consider STEM subjects as attainable and interesting degree and career choices</p>	<p>family line dance, family wellness night, family make-it-take-it night</p> <p>4.1) Implement Jr. FIRST Lego League for grades 1-3 4.2) FIRST Lego League for grades 4-8 4.3) FIRST Tech Challenge for grades 9-12</p>	<p>4.1) 60% of regular attendees participating in the STEM Jr. FIRST Lego League program will improve their presentation skills on science topics from fall to spring of the program and report an increased passion for science 4.2) 60% of regular attendees participating in the FIRST Lego League program will improve their science knowledge by 20% from fall to spring 4.3) 60% of regular attendees participating in the FIRST Lego League program will consider science careers as an interesting options based on a career interest survey</p>	<p>4.1) Presentation rubric and science interest inventory survey pre/post program 4.2) Science Knowledge Survey pre/post program 4.3) Career Interest Inventory pre/post program</p>
--	--	--	--	---

<p>5) Students will be better prepared for college and career</p>	<p>5.1) Students will visit college campuses and investigate college requirements and processes  5.2) Students will create and implement an educational, career, and personal plan  5.3) Increase the number of students involved in civic engagement</p>	<p>5.1) College Bound Tour-visit 3-5 colleges allowing scholars to experience college life, journal writing, virtual investigation, and application process  5.2) Mentor program matching business leaders with students, career tech program, job shadowing, career speakers, eportfolios, career inventories, Entrepreneur Night  5.3) Students will participate in service learning projects and community events</p>	<p>5.1) At least 60% of high school students enrolled in the CLC will participate in the Indiana College Bound Tour  5.2) At least 60% of regular attendees enrolled in the college prep track will have completed their educational, career, and personal plan and created a portfolio documenting their activities  5.3) 60% of regular attendees enrolled in the college and career readiness program will research, design, and implement a service learning project  5.4) 50% of regular program participants pursuing a college-prep track will earn a minimum composite score of 18 or higher on the ACT during the school year</p>	<p>5.1) Participation rates for College Bound Tour  5.2) Individualized portfolio presentations  5.3) Service learning participation tracker  5.4) ACT scores</p>
---	---	--	--	---



21<sup>ST</sup> CCLC

**PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

**A. Dissemination of Information**

Victory College Prep intends to fully utilize weekly newsletters, parent-teacher conferences, social media, and our mass-caller system to provide understandable and accessible information about the CCLC program. Where necessary, materials in Spanish, and a staff member fluent in Spanish, will be used to communicate information about the program, its location, and the process for enrolling the program.

VCP will work closely to ensure all marketing materials and communication regarding the program utilizes 21st CCLC terminology and logo. Staff during the traditional school day will regularly receive professional development and materials to share with families and students as needed and the school's website and social media platforms will be updated monthly to reflect timely information.

**B. Communication with Schools**

The program director of the after school program is the Director of College Transitions at Victory College Prep. She manages all college and career programming data and will provide seamless communication and sharing of data between the regular-day teachers and the after school teachers to monitor those academic and CCR results. She will work with the RTI team to ensure a seamless alignment of the in school interventions and out of school interventions that will build upon each student's strengths and systematically address each student's academic weaknesses.



## 21<sup>ST</sup> CCLC

Once per month, the program director will meet with representatives of the academic program to ensure student behavior data, academic benchmarking progress, and attendance records for after school programming are recorded and properly reconciled and shared with the larger school community, 21st CLC staff, and external volunteers to promote student success and continued progress toward goals.

### **PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

VCP has selected Achieve3000 as the primary literacy blended curriculum for the afterschool program. Their yearly on-site professional development (PD) days include introduction and strategic use of the program as well as mid-year follow up to troubleshoot issues and facilitate ongoing learning for teachers and staff. For Benchmark Education's Readers Theater curriculum, the budget reflects an initial training in year one to identify and implement best practices amongst the afterschool program team.

There are detailed user guides for IXL Math as well as a tech support team available through their website. The Moving with Math curriculum has detailed teachers' guides that provide ample guidance on how to implement the program. VCP is committed to hiring experienced, certified staff of the highest quality for the afterschool program to implement the academic curricula with fidelity. Furthermore, the program director will provide daily support and collect data through regular classroom observations and use the information to provide feedback to teachers and staff to inform PD sessions.



## 21<sup>ST</sup> CCLC

The instructional staff will receive two hours of weekly PD from VCP administrators on Wednesdays aligned to SIP priorities. Additionally, the VCP 21<sup>st</sup> Century CCLC will hold monthly staff meetings to provide opportunities for teachers and staff to analyze and share data, assess progress towards program goals, troubleshoot common issues, and receive additional professional development based on current needs identified within the program. During two PD days held by the school, after school teachers and staff will be invited to attend and participate in collaborative meetings with regular school day teachers to discuss student progress and revise individual learning plans for students. Additionally, the entire staff will attend the Indiana Youth Institute “Because Kids Count” Winter Conference and Spring Training to acquire best practices in running an effective after school program.





## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

Program Name	Lighthouse Academies of Indiana, Inc. DBA Victory College Prep
Program Director	Maegan Gaboury

### 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 21<sup>st</sup> CCLC Program Professional Development Plan

Program Name	Lighthouse Academies of Indiana, Inc. DBA Victory College Prep
Program Director	Maegan Gaboury
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 21<sup>st</sup> 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 <sup>st</sup> CCLC 50% from Title II	January 2020	Professionalism
Achieve3000 initial and follow up training	Achieve3000	Increase reading comprehension among regular participants	Staff will use Achieve3000 to differentiate reading texts for students in grades 2-12 to increase reading comprehension, fluency, vocabulary, and word knowledge	Program Director - 1 After School Teachers - 2 After School Assistants - 8	30	\$11,825	100% from 21 <sup>st</sup> CCLC	Fall 2020 and Spring 2021	Developmental Practice Methods
Two hours of weekly PD on a range of	VCP administrators,	-Increase mathematics achievement	Staff will receive feedback on program-wide	Program Director -1	40	\$0	NA	Weekly	Applied Human Development



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

<p>topics aligned to SIP for instructional staff only</p>	<p>special education coordinators, Title I team, and CCLC program director</p>	<p>among regular participants -Increase reading comprehension on achievement among regular participants</p>	<p>implementation, assess progress towards goals, and analyse data to adjust and inform instruction</p>	<p>After School Teachers – 2 After School Assistants – 8</p>	<p>16</p>	<p>\$0</p>	<p>NA</p>	<p>September 2020 and February 2021</p>	<p>Cultural and Human Diversity</p>
<p>Two PD Days</p>	<p>Administrators and CCLC program director</p>	<p>-Increase math achievement among participants -Increase reading comprehension on achievement among regular participants</p>	<p>Staff will collaborate with regular day teachers to discuss student progress and adjust activities to align with each student's learning plan</p>	<p>Program Director – 1 After School Teachers – 2 After School Assistants – 8</p>	<p>16</p>	<p>\$0</p>	<p>NA</p>	<p>September 2020 and February 2021</p>	<p>Cultural and Human Diversity</p>



## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

Reader's Theater Training	Benchmark Education	Increase reading comprehension among regular participants	Instructional staff will implement Reader's Theater curriculum to improve students' comprehension, vocabulary, fluency, and motivation	Program Director - 1 After School Teachers - 2 After School Assistants - 8	25	\$3000	100% from 21 <sup>st</sup> CCLC	Monthly	Developmental Practice Methods
Because Kids Count Winter Conference for after school staff, Leadership Institute for program director, and Spring Training for all staff	Indiana Youth Institute	-Increase reading and math achievement among regular attendees -Decrease disciplinary referrals of regular attendees -Increase adult learning opportunities for parents of regular attendees	After school staff will attend elective workshops aligned to their personal areas of growth to improve their students' academic achievement and behavioural outcomes	Program Director - 1 After School Teachers - 2 After School Assistants - 8	16	\$3300	100% from 21 <sup>st</sup> CCLC	Winter 2020 and Spring 2021	Relationships and Communication



**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**

		-Increase student access to STEM activities					

**Professional Development Plan Cost:**

Total Estimated Cost	\$18125	% of Total Budget	5.6%
----------------------	---------	-------------------	------



# 21<sup>ST</sup> CCLC

## EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

Research & Evaluation Resources (RER) will partner with VCP to provide evaluation services for the 21<sup>st</sup> CCLC grant. Mary Jo Ratterman, Ph.D., owner and lead evaluator at RER, has had 13 years of evaluation, research and data analysis experience for educational and nonprofit organizations. She has expertise in experimental methodologies, advanced statistics, and evaluative procedures. Prior to founding her own company, Dr. Ratterman was a Research Associate at the Center for Excellence in Leadership of Learning (CELL) at the University of Indianapolis, where she was also adjunct faculty in the school of Education.

In order to evaluate the impact of the program, a combination of qualitative and quantitative data gathering techniques will be used. In keeping with the goals outlined in the “Program Design” section, quantitative data regarding student academic achievement will be gathered using PIVOT, ILEARN data, ACT scores, report card grades, credit recovery rates, and student transcripts reflecting credits earned. Additionally, to track behavioral changes, discipline and referral reports will be collected using Educator’s Handbook. This data will be analyzed to determine whether the performance measures described in the “Program Design” section are being met.

In order to fully assess the impact of the center on student academic performance, longitudinal data will be collected for each student participant. Using the IDOE data system, ILEARN scores, credits earned per semester, discipline referrals, suspensions, and expulsions will be tracked from two years prior to each student’s enrollment into the CLC, and continuing through their time in the program. In this way, we will be able to evaluate



## 21<sup>ST</sup> CCLC

the impact of the program using each student as their own “control.” A comparison across students will also be performed using data from a control group, matched for age, gender, free/reduced lunch status and beginning ILEARN scores with those in the CLC. In keeping with the program objectives to increase reading comprehension, vocabulary, and math achievement, ILEARN scores for content areas will be studied separately and in the aggregate.

Using the PIVOT test, students will be tested at least twice a year and a growth analysis will be performed. Their scores will be compared to national normed averages, and also to a virtual control group of students that will be provided by PIVOT, again matched for age, income status and beginning MAP scores. The longitudinal data from ILEARN and PIVOT will be analyzed using hierarchical linear modeling to detect change across time, and using general linear models, such as multiple regression and analysis of covariance, to determine the impact of participant variables and school-wide variables on achievement.

Additional quantitative data will be provided by parent, teacher, and student surveys, parent sign-in and attendance sheets, and student attendance averages. Student surveys will be administered quarterly at the CCLC, while parent surveys will be administered using a combination of paper surveys available at the CCLC and web-based surveys to ensure a high response rate. Survey content will address the quality of the program, impact on student engagement with school, with a particular focus on student interest in STEM fields. Teacher surveys will be administered on PD Days with time built in to the schedule to complete them.



## 21<sup>ST</sup> CCLC

Finally, qualitative data will be gathered from focus groups with parents, students, and teachers. Focus groups will be performed at least twice a year and will offer students, teachers, and parents the opportunity to provide context and background for the quantitative data being gathered. Data from the teacher focus groups will be particularly valuable in addressing the STEM performance goals and student behavior goals described in the “Program Design” section.

Evaluation data will be collected on an ongoing basis in preparation for the local external evaluator. Throughout the year, this data will be monitored by the program director and formally discussed quarterly with school administrators. Using the data collected from assessments and surveys, the after school team will complete the Indiana Quality Program Self-Assessment (IN-QPSA) twice a year and use the results to prioritize Indiana Afterschool Standards in order to make improvement to the after school program.



**VCP 21st Century Performance Measures**

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<ul style="list-style-type: none"> <li>• Spring proficiency rates (defined as those at 50% proficient or better) on PIVOT will increase by 5% from fall proficiency rates in ELA and Math</li> <li>• Regular participants will grow at least 1.25 reading levels on PIVOT from fall to spring</li> <li>• 50% of regular attendees will pass the Reading portion of the ILEARN</li> <li>• The percent of student passing math of the ILEARN will increase by 3%</li> </ul>	<ul style="list-style-type: none"> <li>• Spring proficiency rates (defined as those at 50% proficient or better) on PIVOT will increase by 10% from fall proficiency rates in ELA and Math</li> <li>• Regular participants will grow at least 1.5 reading levels on PIVOT from fall to spring</li> <li>• 55% of regular attendees will pass the Reading portion of the ILEARN</li> <li>• The percent of student passing math of the ILEARN will increase by 5%</li> </ul>	<ul style="list-style-type: none"> <li>• Spring proficiency rates (defined as those at 50% proficient or better) on PIVOT will increase by 15% from fall proficiency rates in ELA and Math</li> <li>• Regular participants will grow at least 1.75 reading levels on PIVOT from fall to spring</li> <li>• 60% of regular attendees will pass the Reading portion of the ILEARN</li> <li>• The percent of student passing math of the ILEARN will increase by 7%</li> </ul>	<ul style="list-style-type: none"> <li>• Spring proficiency rates (defined as those at 50% proficient or better) on PIVOT will increase by 20% from fall proficiency rates in ELA and Math</li> <li>• Regular participants will grow at least 2 reading levels on PIVOT from fall to spring</li> <li>• 65% of regular attendees will pass the Reading portion of the ILEARN</li> <li>• The percent of student passing math of the ILEARN will increase by 9%</li> </ul>
<ul style="list-style-type: none"> <li>• 60% of regular program participants who failed at least one class in the past year will recover a minimum of 40% of credits missed in the past year by (1) taking</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of regular program participants who failed at least one class in the past year will recover a minimum of 40% of credits missed in the past year by (1) taking</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of regular program participants who failed at least one class in the past year will recover a minimum of 40% of credits missed in the past year by (1) taking additional credits</li> </ul>	<ul style="list-style-type: none"> <li>• 85% of regular program participants who failed at least one class in the past year will recover a minimum of 40% of credits missed in the past year by (1) taking additional credits beyond</li> </ul>

<p>additional credits beyond the current schedule as outlined in the student's "graduation plan;" or (2) enrolling in credit recovery during the 2020-2021 school year</p> <ul style="list-style-type: none"> <li>60% of regular program participants will earn a minimum of 10 credits</li> <li>75% of regular program participants in their fourth year of high school will graduate from high school within six months of their "grade-level cohort."</li> <li>50% of regular program participants pursuing a college-prep track will earn a minimum composite score of 18 on the ACT</li> </ul>	<p>additional credits beyond the current schedule as outlined in the student's "graduation plan;" or (2) enrolling in credit recovery during the 2020-2021 school year</p> <ul style="list-style-type: none"> <li>70% of regular program participants will earn a minimum of 10 credits</li> <li>80% of regular program participants in their fourth year of high school will graduate from high school within six months of their "grade-level cohort"</li> <li>60% of regular program participants pursuing a college-prep track will earn a minimum composite score of 18 on the ACT</li> </ul>	<p>beyond the current schedule as outlined in the student's "graduation plan;" or (2) enrolling in credit recovery during the 2020-2021 school year</p> <ul style="list-style-type: none"> <li>80% of regular program participants will earn a minimum of 10 credits</li> <li>85% of regular program participants in their fourth year of high school will graduate from high school within six months of their "grade-level cohort"</li> <li>70% of regular program participants pursuing a college-prep track will earn a minimum composite of 18 on the ACT</li> </ul>	<p>the current schedule as outlined in the student's "graduation plan;" or (2) enrolling in credit recovery during the 2020-2021 school year</p> <ul style="list-style-type: none"> <li>85% of regular program participants will earn a minimum of 10 credits</li> <li>90% of regular program participants in their fourth year of high school will graduate from high school within six months of their "grade-level cohort"</li> <li>75% of regular program participants pursuing a college-prep track will earn a minimum composite of 18 on the ACT</li> <li>95% of students who participate in the program regularly for at least two years, will graduate from high school within six months of their "grade level cohort"</li> </ul>
<ul style="list-style-type: none"> <li>70% of the total students enrolled in the CLC will attend at least</li> </ul>	<ul style="list-style-type: none"> <li>75% of the total students enrolled in the CLC will attend at</li> </ul>	<ul style="list-style-type: none"> <li>80% of the total students enrolled in the CLC will attend at least 60 days or</li> </ul>	<ul style="list-style-type: none"> <li>85% of the total students enrolled in the CLC will attend at least 60 days or</li> </ul>

60 days or more during the school year	least 60 days or more during the school year	more during the school year	more during the school year
--	--	-----------------------------	-----------------------------



## 21<sup>ST</sup> CCLC

### **SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

The program director of the 21<sup>st</sup> CCLC will uphold stringent safety protocols to maintain the safety of the children attending the program. The program will take place inside the school building and the building doors will be locked at all times. No one will be allowed entrance without undergoing proper security protocol, which includes: using the security buzzer to gain entry, naming the specific child to be picked up, showing proper identification, and filling out the parent sign-out sheet. All personnel hired for the program will undergo fingerprint and background checks and possess the appropriate teacher licenses. Teacher's assistants will possess college degrees or be Education majors whose degrees are in progress. All employee documentation will be maintained by the Manager of HR & Finance and will be securely organized and stored in a locked office. As the after school program will be in the same building, students enrolled will walk to their assigned afterschool classroom after dismissal. To meet the needs of working families, students will have bus transportation to their homes at the conclusion of the program each day.

### **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

Victory College Prep is committed to providing a highly excellent 21st CCLC to its community and stakeholders and will work to build a strong reputation that invites the support of the community we serve. We believe that the best way to demonstrate the need and value of our program is through concrete data that supports a story of success. At the end of our first year, we plan to create and disseminate a report that quantifies the gain made



## 21<sup>ST</sup> CCLC

by regular attendees of the program using assessment data. We also plan to feature the voices of students and parents who wish to give testimony to the efficacy of the program. This report will be widely distributed among parents and stakeholders and advertised on our website. We will attend community events, speak at city and local alderman ward meetings, and invite city officials and community members to visit and support the program. Our board of directors will use their diverse networking channels to promote the program and solicit sponsorship and awards. Adam Collins, a board member, is a well-respected member of the community with an extensive network of contacts with local businesses, nonprofits, and politicians. He has committed to championing the effort in aligning resources for sustainability.

VCP has negotiated a variety of in-kind donations with community partners. Bethel Indy Parks, a major community partner, has agreed to fund an annual out-of-state College Tour for free and offer many after school services at a discount. We have also negotiated a 6-year license with Achieve3000, complete with a discount and a year's worth of licenses given free of charge. Miller Transportation has agreed to provide special pricing on buses at a 25% discount specifically for the after school program. Meridian Health provides in-school mental health services at no cost to the school. Our school is currently in the process of developing an internship program with the University of Indianapolis to provide our teachers, some community assistants for the 21st CCLC free of charge or at a subsidized work-student rate. Our parent involvement initiative will build parents' capacity to lead portions of the extracurricular program for free. The school has committed \$50K in Title 1



# 21<sup>ST</sup> CCLC

funds to the program annually and with the help of this grant and an increase in the per pupil expenditure, the school will be able to set aside additional funding for the after school program in year 3 and beyond. The grant will allow the school to purchase a permanent curriculum that will not have to be purchased year after year, which will reduce costs of the program in future years. By year 5, we are confident that with the combination of in-kind donations, additional partnerships and sponsorships, and the combination of various funding sources, the school will be able to sustain the program permanently.

### APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>