

<b>NAME OF LEA OR ORGANIZATION</b>	PERRY CENTRAL COMMUNITY SCHOOL CORPORATION
<b>ADDRESS</b>	18677 OLD STATE ROAD 37, LEOPOLD, IN 47551
<b>COUNTY</b>	PERRY
<b>NAME OF CONTACT PERSON</b>	TARA BISHOP
<b>TITLE</b>	SUPERINTENDENT
<b>PHONE NUMBER</b>	812-843-5576
<b>EMAIL</b>	<a href="mailto:TBISHOP@PCCOMMODORES.ORG">TBISHOP@PCCOMMODORES.ORG</a>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	TARA BISHOP
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	TBISHOP@PCCOMMODORES.ORG

<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>
PERRY CENTRAL JR-SR HIGH SCHOOL (#6325 CORP; #6708 SCHOOL)	40.2%	A	100	7-12

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
PERRY CENTRAL JR-SR HIGH SCHOOL	18677 OLD STATE ROAD 37	LEOPOLD / PERRY

<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	6
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	COLLEGE & CAREER READINESS
<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>	AFTER-SCHOOL 3:00-5:30 DAILY; BEFORE-SCHOOL 7:00-8:00 DAILY SUMMER – 5 DAYS/WEEK X 5 HOURS/DAY X 4 WEEKS

<p><b><u>PROGRAM INCOME</u></b>  DOES YOUR PROGRAM PLAN TO  GENERATE PROGRAM INCOME? Y/N  *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	N
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The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o 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;
- o 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;
- o 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;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o 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;
- o The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;

- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated

February 7, 2003. See

[http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)

- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Perry Central Community School Corporation  
Applicant Name (LEA or Organization)



\_\_\_\_\_  
Authorized Signature

8/1/2020  
Date

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**Memorandum of Understanding**  
**Diehl Consulting Group**  
**and Perry Central Community Schools 21<sup>st</sup> CCLC**  
**July 16, 2020**

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

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

### **Qualifications and Experience**

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

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

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

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

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

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

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

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

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

Specific qualifications and experiences relevant to this proposal include:

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

## Roles and Responsibilities

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

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

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

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



7/16/2020

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

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Date

## MEMORANDUM OF UNDERSTANDING

### Perry Central Community School Corporation and Waupaca Foundry

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Waupaca Foundry**, hereinafter referred to as **Waupaca**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **Waupaca Foundry** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **Waupaca** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

#### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

#### DESCRIPTION OF PROGRAM SERVICES

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with **Waupaca** to identify high-priority student participants and to meet needs of youth served in the program.
4. Develop common confidentiality guidelines to share information between **PCCS** and **Waupaca** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
6. Maintain coordination of other agencies and service providers with **Waupaca**.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Waupaca Foundry (Waupaca) will:**

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.
2. Provide technical support for school-based Advanced Manufacturing programs including work-based learning and internships that are part of the PCCS 21<sup>st</sup> CCLC program.
3. Provide appropriate professional development as needed for program staff as relates to Advanced Manufacturing.
4. Provide mentorship opportunities for youth working in Commodore Manufacturing.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

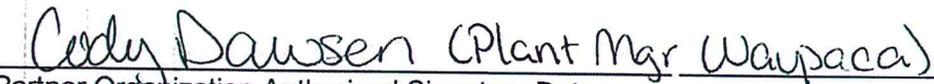
**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

  
LEA Authorized Signature Date

7/29/2020

 (Plant Mgr Waupaca) 7/29/20  
Partner Organization Authorized Signature Date

## MEMORANDUM OF UNDERSTANDING

### Perry Central Community School Corporation and Strong Families/Strong Community of Perry County System of Care

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Strong Families/Strong Community of Perry County System of Care**, hereinafter referred to as **SFSC** into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **SFSC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **SFSC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

#### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

#### DESCRIPTION OF PROGRAM SERVICES

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **SFSC** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **SFSC**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Strong Families/Strong Community of Perry County System of Care(SFSC) will:**

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.
2. Refer youth to the afterschool program.
3. Promote the afterschool program on its website of community resources.
4. Collaborate to provide professional development on Trauma-Informed Care for program staff as an in-kind service.
5. Provide community level needs data to the 21<sup>st</sup> CCLC program for ongoing program planning and evaluation.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

**AMENDMENTS**

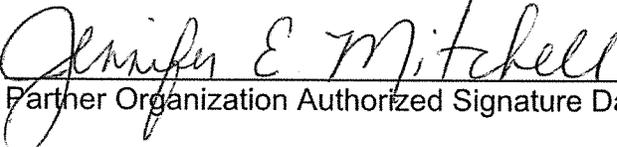
Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

  
LEA Authorized Signature Date 8-1-2020

  
Partner Organization Authorized Signature Date 8-1-2020

## MEMORANDUM OF UNDERSTANDING

### **Perry Central Community School Corporation and the Anti-Defamation League Midwest**

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and the **Anti-Defamation League Midwest**, hereinafter referred to as **ADL**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **ADL** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **ADL** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

#### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

#### **DESCRIPTION OF PROGRAM SERVICES**

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **ADL** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **ADL**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**The Anti-Defamation League Midwest (ADL) will:**

1. Provide consultation to the program as it develops programming around cultural competence and anti-racism for program staff and students (in-kind service).
2. Provide professional development to program staff through A World Of Difference Institute as a paid contracted service.
3. Provide the Peer Training programs for students as a paid contracted service.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

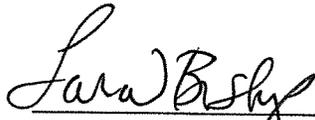
**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**



8/11/2020

LEA Authorized Signature Date

Lara Trubowitz, Ph.D.

Education Director, ADL/Midwest

August 11, 2020

Partner Organization Authorized Signature Date

## MEMORANDUM OF UNDERSTANDING

### **Perry Central Community School Corporation and Ivy Tech Community College-Evansville Campus**

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Ivy Tech Community College-Evansville Campus**, hereinafter referred to as **Ivy Tech**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **Ivy Tech** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **Ivy Tech** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

#### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

#### **DESCRIPTION OF PROGRAM SERVICES**

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **Ivy Tech** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **Ivy Tech**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Ivy Tech Community College-Evansville Campus (Ivy Tech) will:**

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.
2. Provide partnership for dual credit opportunities in the after-school program.
3. Provide appropriate professional development as needed for program staff as relates to dual credit courses.
4. Provide support for students through career coaching and postsecondary counseling provided by a College Connection Coach.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

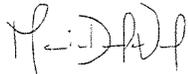
**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**



\_\_\_\_\_  
LEA Authorized Signature Date

7/30/2020 *Jana Bishop*

7/30/2020

\_\_\_\_\_  
Partner Organization Authorized Signature Date

# MEMORANDUM OF UNDERSTANDING

## Perry Central Community School Corporation and Harriman Creek, LLC

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Harriman Creek, LLC**, hereinafter referred to as **Harriman Creek**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **Harriman Creek** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **Harriman Creek** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF PROGRAM SERVICES

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **Harriman Creek, LLC** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **Harriman Creek**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

Harriman Creek, LLC will:

1. Provide guidance to the program as it develops computer science clubs in coding and 3D printing in its 21<sup>st</sup> CCLC afterschool program (in-kind contribution).
2. Build partnerships between Computer Science Clubs and area employers so that clubs can engage in real-world workplace experiences (in-kind contribution).
3. Provide professional development to program staff as a paid contracted service.
4. Serve as a member of the 21<sup>st</sup> CCLC Program Advisory Board.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

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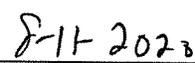
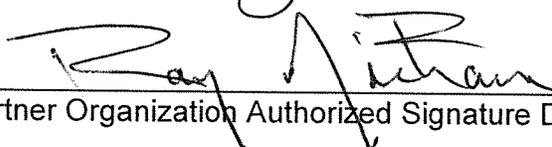
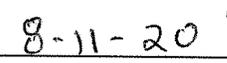
**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

	
_____ LEA Authorized Signature Date	_____
	
_____ Partner Organization Authorized Signature Date	_____

# MEMORANDUM OF UNDERSTANDING

## Perry Central Community School Corporation and Center for Excellence in Leadership and Learning

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and the **Center for Excellence in Leadership and Learning**, hereinafter referred to as **CELL**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **CELL** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **IYSA** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF PROGRAM SERVICES

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **CELL** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **CELL**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Center for Excellence in Leadership and Learning (CELL) will:**

1. Support college and career readiness efforts of the 21<sup>st</sup> CCLC afterschool program through the Early College High School Network.
2. Support college and career readiness efforts of the 21<sup>st</sup> CCLC afterschool program through on-site and remote support for planning and resource development.
3. Share resources around early college and dual credit to support 21<sup>st</sup> CCLC programming.
4. Assist Perry Central in aligning its pathways to post-secondary programs of study so that students served by the 21<sup>st</sup> CCLC program transition seamlessly from high school to college.
5. Advocate for the Early College High School model at the state and national level.
6. Assist in leveraging resources to support and sustain the 21<sup>st</sup> CCLC program at Perry Central.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersedes any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

Jara Bishop  
LEA Authorized Signature

8/12/2020  
Date

Janet Boyle, CELL Executive Director  
Partner Organization Authorized Signature

8/12/20  
Date

# MEMORANDUM OF UNDERSTANDING

## Perry Central Community School Corporation and Indiana Youth Services Association

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **the Indiana Youth Services Association**, hereinafter referred to as **IYSA**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **IYSA** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **IYSA** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF PROGRAM SERVICES

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **IYSA** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **IYSA**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Indiana Youth Services Association (IYSA) will:**

1. Support on-site counseling and tutoring programs at Perry Central through the Youth Service Bureau program.
2. Provide professional development in trauma-informed care and positive youth development (among other topics) for youth workers.
3. Advocate for quality afterschool programming aimed at delinquency prevention on a state and national level.
4. Serve on the Commodores in Action 21<sup>st</sup> Century Community Learning Center Advisory Board.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

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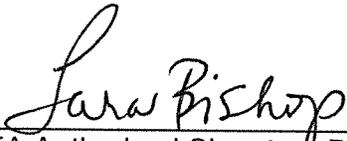
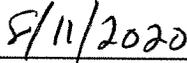
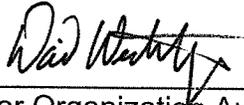
**AMENDMENTS**

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**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

	
LEA Authorized Signature	Date
<hr/>	
	08/11/2020
Partner Organization Authorized Signature	Date
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# MEMORANDUM OF UNDERSTANDING

## **Perry Central Community School Corporation and Construction Engineering Solutions, LLC**

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Construction Engineering Solutions, LLC**, hereinafter referred to as **CES**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **CES** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **CES** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Develop common confidentiality guidelines to share information between **PCCS** and **CES** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **CES**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Construction Engineering Solutions, LLC (CES)** will:

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.

2. Provide partnership for work-based learning in Construction Trades in the after-school program through Commodore Construction.
3. Provide support for students through career coaching and mentorship of students entering the construction trades field.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

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**AMENDMENTS**

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**WRITTEN NOTICE**

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**APPROVALS**

	<u>7/29/2020</u>
LEA Authorized Signature Date	
	<u>07/29/2020</u>
Partner Organization Authorized Signature Date	

# MEMORANDUM OF UNDERSTANDING

## **Perry Central Community School Corporation and Lifespring Health Systems**

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and **Lifespring Health Systems**, hereinafter referred to as **LHS**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and **LHS** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **LHS** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services..
3. Develop common confidentiality guidelines to share information between **PCCS** and **LHS** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
5. Maintain coordination of other agencies and service providers with **LHS**.
6. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

**Lifespring Health Systems (LHS)** will:

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.
2. Provide on-site mental health counseling in small groups as a contracted service under the 21<sup>st</sup> CCLC grant program.
3. Collaborate with Perry Central program staff through participation on the Strong Families/Strong Community System of Care for Perry County.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

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**AMENDMENTS**

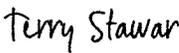
Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**

 8/10/2020  
LEA Authorized Signature Date

 8/10/2020  
Partner Organization Authorized Signature Date

Lifespring Health systems

# MEMORANDUM OF UNDERSTANDING

## **Perry Central Community School Corporation and The Patoka Valley Career and Technical Cooperative**

The **Perry Central Community School Corporation**, hereinafter referred to as **PCCS**, and the **Patoka Valley Career and Technical Cooperative**, hereinafter referred to as **PVCTC**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21<sup>st</sup> Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **PCCS** from the Indiana Department of Education.

**Perry Central Community School Corporation** and the **Patoka Valley Career and Technical Cooperative** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **PCCS** and **PVCTC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Perry Central Junior-Senior High School**.

### **PURPOSE**

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### **DESCRIPTION OF PROGRAM SERVICES**

**Perry Central Community School Corporation (PCCS)** agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Out-of-School Time Program.
2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at **Perry Central Junior-Senior High School**. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with **Patoka Valley Career and Technical Cooperative** to identify high-priority student participants and to meet needs of youth served in the program.
4. Develop common confidentiality guidelines to share information between **PCCS** and **PVCTC** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE, as allowed.
6. Maintain coordination of other agencies and service providers with **PVCTC**.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.

8. Provide professional development opportunities to **PVCTC** staff.

**Patoka Valley Career and Technical Cooperative (PVCTC) will:**

1. Serve on the Advisory Group for the PCCS 21<sup>st</sup> CCLC program.
2. Provide technical support for school-based CTE programs including work-based learning and internships that are part of the PCCS 21<sup>st</sup> CCLC program.
3. Provide appropriate professional development as needed for program staff as relates to Career and Technical Education programming.
4. Promote the PCCS 21<sup>st</sup> CCLC career and technical programming through actively recruiting additional workforce partners to grow the programs.

**TERMS**

The term of this Memorandum of Understanding shall commence no earlier than **June 2021** and continue through **May 2025**. This MOU may be reviewed by both parties annually. This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

**TERMINATION CLAUSE**

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

**AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

**WRITTEN NOTICE**

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

**APPROVALS**



7/29/2020

---

LEA Authorized Signature Date



7/29.2020

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Partner Organization Authorized Signature Date

**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).

**COMPLETED NON-PUBLIC CONSULTATION FORM(S)**

**X** 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

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



The 21<sup>st</sup> Century Community Learning Center (CCLC) program at Perry Central Junior-Senior High School is an out-of-school time program for **students in grades 7-12 in a rural, low-income community**. A comprehensive needs assessment found that students at Perry Central Junior-Senior High School are challenged by high rates of poverty and child abuse/neglect, low educational attainment rates among the adult population, an achievement gap between paid lunch and free/reduced lunch students and between general and special education students, and limited access to social services. Youth to be served by the program **need support for their academic achievement, social-emotional learning, and college and career readiness. Their families need support to engage with and support their “children and the school.**

To meet these needs, the 21<sup>st</sup> CCLC program will provide daily activities aligned to the Indiana Afterschool Standards. **Specific activities include the following:** daily academic tutoring through WIN (What I Need); a USDA approved snack; daily homework check; mental health counseling; fitness clubs; computer science programming through VEX Robotics, Coding Club and 3D Printing Club; college and career readiness programming through Ivy Tech college courses in speech and welding, college and career counseling, and workbased learning experiences in Commodore Manufacturing and Commodore Construction; access to a well-rounded education through social-emotional learning lessons in cultural competence, a Peer Leaders students group leads workshops and discussions with peers about prejudice or equity issues affecting their school; and clubs in performance, visual, music, and culinary arts.

The proposed activities will support the achievement of the following program **outcomes** for regular program participants:

- Increased achievement in English-Language Arts (ELA)/Reading and mathematics
- Improved credit attainment and HS graduation
- Improved social-emotional learning
- Increased family involvement in education and the home
- Increased family involvement with school

**Key people** who will be involved in the implementation of the 21<sup>st</sup> CCLC program at Perry Central Junior-Senior High School include Dr. Tara Bishop, Superintendent; Jody French,

“I like how you can make friends, explore and be yourself.”  
--Student response on 21<sup>st</sup> CCLC survey – Spring 2020

“This afterschool program at Perry Central has singlehandedly assisted in increasing my son’s GPA, allowed him to make new friends, and provided the ability to exercise and work out with supervision. If this program at Perry Central ever ceased operation due to funding or something else, our family would be scrambling every day to make sure he has the opportunities offered at CCLC and quite frankly, would not nearly be as good as what the PC directors and teachers do for them.

Thank you for the CCLC at PC!”  
--Parent response on 21<sup>st</sup> CCLC survey – Spring 2020

Principal; Michelle Duncan, Program Director of current 21<sup>st</sup> CCLC program; Lauren Blake, Guidance Counselor; Brittney Harth, School Social Worker; Joyce Foury, Family Outreach Coordinator; teacher tutors; club sponsors; program volunteers; and Diehl Consulting Group, our local evaluator. The 21<sup>st</sup> CCLC Advisory Board will continue to be an active, working committee that guides the work of this grant initiative.

The proposed programming expands and enhances our existing 21<sup>st</sup> CCLC program. The program’s days and hours will be extended through the addition of academic support each morning from 7:00-8:00 a.m. and a 4-week summer program. In addition, this grant proposal enhances current college and career readiness programming by aligning activities to the needs of the local workforce. Workforce alignment activities include student participation after school in Commodore Manufacturing and Commodore Construction. There, students can learn manufacturing and construction trades processes under the direction of a teacher or employer partner while earning a wage. We are also expanding our STEM programming through two clubs that integrate Computer Science—Coding Club and 3D Printing Club. Finally, we are expanding to improve students’ access to a well-rounded education by adding arts programming (visual, performance, music, culinary) and cultural competence workshops.

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

Perry Central Junior-Senior High School serves students in grades 7-12. In spring 2020, 230 of the 572 students enrolled were eligible for free or reduced lunch, which is 40.2% in all. The corporation’s free/reduced lunch rate is 43%. This meets the eligibility requirement of 40% free/reduced lunch.

Perry Central Community School Corporation is partnering with many organizations to provide quality afterschool programming on site at its junior-senior high school. These partnerships have been developed over the past twenty years as our corporation has worked intentionally to broaden its role to better serve students and the community. Perry Central is the only organization or agency that serves students and families in the district, and we are the only gathering place in the community. Because of that, we have worked to integrate services typically found in towns or cities such as meeting space, open library/technology center, mental health counseling services, and resource/referral services for youth and families in need. The following table outlines the origin and type of partnerships that are integral to this grant initiative.

Table 1 – Origin of Partnerships		
Partner	Nature of Partnership	Origin of Partnership

Lifesprings Health System	Counseling services for students	Lifesprings in the community mental health agency for Perry County, and we have worked with them for over 20 years, providing space for their therapists to meet with students, contracting their services for wrap around, and referring students and families to them.
Ivy Tech Community College	On-site college courses and dual credit	Ivy Tech is our dual credit partner. During the school day, we provide over 40 dual credit courses for students, and our afterschool program includes two evening classes taught by Ivy Tech professors.
Waupaca Foundry	Work-based learning opportunities for students	Waupaca was a founding partner for the Commodore Manufacturing program. Waupaca donated equipment and many hours of employee time to assist students in creating this business and raising awareness of opportunities in advanced manufacturing.
Construction Engineering Solutions, LLC (CES)	Work-based learning opportunities for students	CES is a construction engineering firm located within the district and is led by a visionary CEO who is trying to grow his own workforce for these high demand, high wage jobs. We have partnered with CES in the launching of a new school-day program called Commodore Construction.
Patoka Valley Career-Technical Education Cooperative	CTE programs that align to workforce needs in area schools	Patoka Valley is our CTE cooperative and provides professional development as well as equipment and supplies for CTE programs like Commodore Manufacturing and Commodore Construction. They also oversee our PLTW Computer Science program.
Center for Excellence in Leadership and Learning (CELL)	Technical assistance and accrediting body for Early College model	We have partnered with CELL for the past 6 years as we have earned accreditation as an Early College High School and also through the Rural Early College Network, which CELL oversees. They have been invaluable as we widen our network in college and career programming.
Harriman Creek Consulting	Professional development for CTE programs and employer partnerships	Harriman Creek is the consulting firm of Ray Niehaus, a leader in all things CTE in our area. Niehaus serves on many boards and connects our programs to employer partners. He has served as a consultant for our school-day programs for the past two years.
Indiana Youth Services Association (IYSA)	We are a member of IYSA as a Youth Service Bureau	Our partnership with IYSA began when we were selected as a Youth Service Bureau, which works to prevent juvenile delinquency. IYSA is a great networking organization and provides technical assistance for the CYC Certification as well as professional development for staff.
Strong Families-Strong	System of Care for Perry County focused	We are active members of this organization that brings together agencies with a common goal of supporting the mental health of youth in the community. We have

Community of Perry County	on youth mental health	collaborated to provide trauma-informed care training to various stakeholder groups in the county.
Anti-Defamation League Midwest	Provider of cultural competence and Peer Leaders programming	As we have researched programming and professional development to bring to Perry Central around cultural competency and equity, the Anti-Defamation League Midwest has become a critical partner. Their programs and resources provide the core of our PD and programming in this newly proposed activity.
Diehl Consulting Group	Local program evaluation services	We have partnered with Diehl Consulting Group on several grant initiatives. They are respected as leaders in afterschool program evaluation and provide invaluable program guidance.

The priority area of the proposed program is College & Career Readiness. This priority will be documented in program objectives, performance measures, and professional development.

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

Perry Central Junior-Senior High School meets the requirements for the following priority point areas:

- 25% of staff have completed the Child & Youth Care (CYC) Credential
- Proposed programming will dedicate 30% or more of total programming time to specific supports for students with disabilities, youth experiencing homelessness, and youth engaged in the foster care system (currently we do not serve any EL learners or Migratory youth).

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

**1. Data Evidence**

**A. Student achievement data**

Despite the challenges they face, Perry Central Junior-Senior High School students benefit from a variety of school supports, not the least of which is our current 21<sup>st</sup> Century Community Learning Center after school program, which enable them to realize their potential and achieve their goals. Our students need more than what can be provided in a traditional 7-hour day. They require support for their social-emotional development and executive functioning skills, additional tutoring and homework help, and the opportunity to participate in programs that connect what they are doing during the school day to their

dreams and plans for after high school. We have built a strong Multi-Tiered System of Support with interventions to support students at Perry Central, and because of this, the majority of our students are doing well. However, a closer look at the data shows some gaps among subgroups of students. Table 1 provides a snapshot of the student achievement data that we are tracking.

<b>Table 2 – Student Achievement Data</b>	
<b>Data Type</b>	<b>Related Statistics</b>
<b>State Testing and Literacy</b>	<p><b>ILEARN 2019 ELA</b>            57.9% of ALL grade 7-8 students passed ELA (state average-48.9%)            46.3% of <i>F/R lunch</i> students passed ELA            14.7% of <i>special education</i> students passed ELA</p> <p><b>ILEARN 2019 Math</b>            40.2% of ALL grades 7-8 students passed Math (state average-48.7%)            26.6% of <i>F/R lunch</i> students passed Math            2.9% of <i>special education</i> students passed Math</p> <p><b>ISTEP Grade 10 English – 2019</b>            66.3% of 10<sup>th</sup> graders passed English (state average-62.4%)            60% of <i>F/R lunch</i> students passed English            20% of <i>special education</i> students passed English</p> <p><b>ISTEP Grade 10 Math – 2019</b>            43.4% of 10<sup>th</sup> graders passed Math (state average-35.3%)            26.7% of <i>F/R lunch</i> students passed Math            20% of <i>special education</i> students passed Math</p> <p><b>Lexile Level (Lexile measures reading level)</b>            In the 2019-2020 school year, 40% of the students in grades 7-12 were reading below their expected grade level range</p>
<b>State Letter Grade</b>	Under the combined middle/high school model, Perry Central Jr-Sr High School was given an “A” in the A to F model for the 2018-2019 school year, due largely to added bonus points for growth and our high graduation rate.
<b>College and Career Readiness</b>	<p><b>2018-2019 School Year</b>            --20% of students passed an AP exam            --88.2% of students earned dual credits            --22.4% earned an industry credential            --58.3% met the College Readiness Benchmark on SAT            --63.6% met College Readiness Benchmark on ACT</p> <p><b>Indiana Commission for Higher Education Report 2020 (based on Class of 2018)</b>            --65% enrolled in college            --66% met all early college success benchmarks            --92% did NOT need remediation            --74% completed all attempted coursework            --70% persisted to the second year of college            --The average GPA freshman year was 2.8</p>

	--18% of the Free/Reduced lunch students needed remediation in college compared to 3% of paid lunch students --Of the Class of 2017, 19% of the students who enrolled in a 2-year program completed on time --Of the class of 2015, 62% of the students who enrolled in a 4-year program completed on time
<b>Graduation Rate</b>	Indiana does not report drop out rates, but rather graduation rates through the Indiana Department of Education --2019 Graduation Rate – 95.1% --2018 Graduation Rate – 96.6%

### B. Student demographic data

Over the past fifteen years, the demographics of our community have changed drastically. Compared to then, our population is significantly poorer, child abuse rates have skyrocketed, and educational attainment past high school has not kept up with the demands of the workforce. For these reasons, afterschool programming is an essential part of the K-12 school experience for our student population—we cannot meet their significant needs in a typical 7-hour school day. The following table outlines the demographics of the community we serve.

Table 3 – Student Demographic Data	
Data Type	Related Statistics
<b>Race/ Ethnicity</b>	<ul style="list-style-type: none"> <li>• 96.6% of the students served at Perry Central are white.</li> <li>• 2% are multi-racial and 1% are Hispanic</li> </ul>
<b>Exceptional ity Rates</b>	<ul style="list-style-type: none"> <li>• 17.6 % of Perry Central students are eligible for special education services</li> <li>• 12% of Perry Central students receive high ability services</li> </ul>
<b>Poverty Rates</b>	<ul style="list-style-type: none"> <li>• 23.8% of the population age birth to 18 were living in poverty (compared to Indiana average of 18%) according to 2018 Perry County Census Data</li> <li>• The free/reduced lunch rate at Perry Central has risen from 18% to 43% in the past 15 years.</li> <li>• The per capita income of Perry County residents was \$35,788 (compared to \$43,097 in Indiana) in 2018 Census Data.</li> <li>• 19.1% of Perry County children face food insecurity, compared to 17.7% in Indiana (Kids Count Data)</li> <li>• The average number of families receiving food stamps rose by 23% from 2008 to 2017. (Kids Count Data)</li> </ul>
<b>Educational Attainment</b>	<ul style="list-style-type: none"> <li>• 10.6% of Perry County residents over age 25 do not have a high school diploma, compared to 11% in Indiana.</li> <li>• Of those age 25 and older who live in poverty, 22.2% do not have a high school diploma.</li> <li>• Only 14.9% of Perry County residents over age 25 have a Bachelor’s degree or higher, compared to the state average of 17.3%.</li> </ul>

	<ul style="list-style-type: none"> <li>• Of those age 25 and older who live in poverty, 6.9% have a Bachelor’s degree or higher.</li> </ul>
<b>Family Stressors</b>	<ul style="list-style-type: none"> <li>• The teen birth rate in Perry County for youth age 15-17 per 1,000 births is more than twice the state average at 18.4, compared to 8.9 in Indiana. (Kids Count Data)</li> <li>• The child abuse and neglect rate in Perry County per 1,000 was 48.8 in 2017, compared to 20.8 in Indiana (Kids Count Data)</li> <li>• The number of CHINS cases (Child In Need of Services) rose to 209 in 2017, compared to an average of 68 cases per year in the preceding 9 year period (Kids Count Data)</li> <li>• 25% of students in grades 6-12 at Perry Central reported that one or both of their parents had spent time in jail</li> </ul>

**C. Student behavioral data**

We track student behavioral data through traditional measures like attendance, referrals, suspension and expulsion rates. In addition, for the past two years, we have been tracking students’ social-emotional competencies through a survey called Panorama so that we can better understand underlying issues around student behavior. The results of that data collection point to a clear need for school-based mental health counseling and afterschool programming to meet the social-emotional needs of our students. The following table provides an overview of data around student behavior.

<b>Table 4 – Student Discipline Data</b>			
<b>Academic Year</b>	<b>Attendance Rate</b>	<b>% of Students with at least 1 Discipline Referral</b>	<b>% of Students Suspended</b>
2015-2016	95.7%	41%	10%
2016-2017	94.2%	44%	11%
2017-2018	95.3%	55%	14%
2018-2019	95.8%	51%	13%

In the 2018-2019 school year, the Indiana Department of Education began to track attendance in a different manner. Students were categorized as Model Attendees, Persistent Attendees or Improved Attendees. Among students at Perry Central Junior-Senior High School, the percentage of students labeled Persistent or Improved Attendees was lower than the state average (46.5% Persistent at PC compared to 61.9% in Indiana; 14.5% Improved at PC compared to 18.3% in Indiana).

In addition to these traditional measures of student behavior, Perry Central has also been tracking students’ competency in social-emotional learning (SEL). The Panorama Social-

Emotional Learning (SEL) Questionnaire measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom. These surveys are designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools. Specifically, the surveys look at grit, growth mindset, self-management, social awareness, emotion regulation and self-efficacy. Panorama data reveals that some Perry Central students struggle with self-management and self-regulation, which affects their behavior patterns. The following lists prompts to which students responded and their self-reported levels of proficiency:

<b>Table 5 – Social-Emotional Survey Data</b>	
<b>Prompt from Panorama Survey</b>	<b>% Responding Unfavorably</b>
In the past 30 days, how often did you remain calm even when someone was bothering you or saying bad things? (Domain – Self-Management)	44%
In the past 30 days, how often did you keep your temper in check? (Domain – Self-Management)	37%
How often are you able to pull yourself out of a bad mood? (Domain – Emotion Regulation)	57%

Finally, Perry Central offers school-based mental health counseling for students, and many of those served are referred because discipline issues. Of the 117 students who received school-based counseling in 2019-2020, over 30% were referred because of behavioral concerns. There is a clear need for these services, which is why they are included in our proposed programming.

**2. Current Programming**

Perry Central Junior-Senior High School has been fortunate to have a Cohort 8 21<sup>st</sup> CCLC grant—Commodores in Action (CIA). We are the only organization in our school district that provides any out-of-time programming for students. Prior to our 21<sup>st</sup> CCLC program, our school did not offer after-school programming other than athletic programs, a mandatory homework completion program, and a few Family Outreach events. We see our out-of-time learning program as an extension of the school day and as an essential part of how we meet the educational and social-emotional needs of the students we serve. Under our current Cohort 8 grant, we have focused on College and Career Readiness, STEM, and counseling services, as well academic support and enrichment. We operate from 3:00 to 5:30 p.m. Monday through Friday, and enrollment trends show that we serve greater numbers of students in grades 7-9 than in grades 10-12. The following list describes current programming provided through CIA.

- Internship Program (2 days/week, 25 students)

- Early College High School: dual credit classes through Ivy Tech in Welding, speech, and economics (classes meet one evening per week for 3-4 hours for 18 weeks, target is 15 students per class per semester)
- SAT/Accuplacer Test Prep Classes (9 week class, 3 hours per week, 40 students)
- What I Need (WIN) with targeted, small-group mathematics, ELA and science tutoring (four days a week, 1.5 hours per day, 15 students per day)
- VEX Robotics clubs and competitions (30 students)
- Fitness Club (9 week class, two hours per week, 30 students)
- Individual mental health counseling (40 students)
- Career/postsecondary counseling (four days a week, one hour/day, 50 students)
- Transportation provided four days per week (serving up to 150 students)
- Professional development for program staff

While we have run a quality program that has made a difference for many students, we see the potential for growth. The current services we provide remain essential, and in addition, we have identified several service gaps, which are described below.

- *Computer Science* – Computer science is a high demand field in our region. We have been integrating STEM programming for several years, and now we want to specifically focus on computer science. This aligns with a school-day program we just launched— PLTW Computer Science. We want to build on the program with through after-school coding clubs and a connection with our 3D printing certification program.
- *Workforce-aligned Programming* - Our community has a high need for skilled employees in Advanced Manufacturing and Construction Trades (See Table 2 for details). We want to continue our efforts in college and career readiness with expansion of work-based learning opportunities through student-managed, on-site Advanced Manufacturing production and construction projects.
- *Access to a Well-Rounded Education* – Many Perry Central students have lived their whole lives within this community and have never traveled outside their county or state. The experiences they have here are all they know, and the people here all look just like they do. This places limits on their understanding of other people, cultures and religions. Over the past few years, we have seen an increase in intolerance among our junior-senior high school students that has manifested in overt acts of racism directed toward a Jewish teacher and difficult conversations in classrooms around race that have escalated into arguments. We increased focus on professional development with our staff last school year around cultural competency, and considering recent events in the United States, we recognize that we must address these issues with our students as well. We want to specifically include afterschool programming that builds an inclusive culture and teaches students to be respectful of all people, backgrounds, and cultures. In addition, our students lack access to cultural experience and the arts. There are no local opportunities for them to attend concerts, plays, performances, art shows, etc. Therefore, we are adding programming that gives students the opportunity to

experiment with visual, performance, musical or culinary arts as well as to share their artistic expression with others. Art provides another way for students to be exposed to and learn about other cultures.

- *Hours & Days of Service* – Current programming does not provide a way for student athletes or band members to receive tutoring services because these are only provided after school when athletes and band members are at practice; no summer enrichment programming is offered to Perry Central students by any organization in the community other than traditional academic summer school.

### 3. Enhance and Expand

This 21<sup>st</sup> CCLC program will both enhance and expand current out-of-school time programming. Enhancements include the addition of computer-science specific programming, workforce aligned programming, and culturally responsive programming. Expansion includes the following:

- Before-School Tutoring – Athletes and band members who practice right after school miss tutoring opportunities in our current structure; therefore, we seek to add an hour of out-of-school time learning each morning during which we can provide teacher tutoring.
- Summer Programming – Perry Central offers limited academic course offerings during summer through traditional summer school; however, there are not enrichment or college/career opportunities for students in our district.

The table that follows outlines the details of program enhancement and expansion.

<b>Table 6 – Program Enhancement and Expansion</b>		
<b>Service/ Description Enhancement or Expansion</b>	<b>Schedule</b>	<b># Served</b>
<i>Days &amp; Hours - Enhancement</i>	Addition of Monday through Friday 7:00-8:00 and 20 summer days	100
<i>Computer Science - Coding Club and 3D Printing Club - Expansion</i>	2 days a week for 2 hours per day for 36 weeks	30
<i>Commodore Manufacturing – Work-Based Learning (students work in Commodore Manufacturing and earn a wage while learning Advanced Manufacturing processes) - Expansion</i>	4 days a week for 2.5 hours a day	30
<i>Commodore Construction – Work-Based Learning (students work in Commodore Construction and</i>	4 days a week for 2.5 hours a day	30

earn a wage completing construction projects on-site) - <b>Expansion</b>		
<i>Cultural Competence Workshops</i> – students participate in lessons developed by the Anti-Defamation League - <b>Expansion</b>	1 day a week for 1 hour	100
<i>A World of Difference Peer Leaders Group</i> – a student peer-leader team trained by the Anti-Defamation League that promotes an inclusive culture through activities and outreach - <b>Expansion</b>	1 day a week for 2 hours	15
<i>Well-Rounded Education – The Arts</i> – Student clubs for drama, visual art and music.	1 day a week for per club for 2 hours	45

**4. Identified Needs**

As part of our ongoing work with the School Improvement Team, we continually bring together administration, teachers, after-school program staff, parents, counselors and students to analyze data, identify needs, and help target interventions that address those needs. Our School Improvement Team has a working document called the “Data Profile” in which data is collected, and this document guides discussions in monthly work sessions. In addition to overall school improvement planning, the 21<sup>st</sup> Century Community Learning Center Advisory Board focuses specifically on out-of-time learning programs and how they can help address overarching student needs. This Advisory Board includes the program director, school administrators, program partners, our SRO, parents and students. This group identifies risk and protective factors, shares data unique to specific agencies, assesses existing programs, and identifies gaps in services.

*How needs and services were identified* – For 21<sup>st</sup> CCLC grant planning, we brought together these two groups via Zoom meetings led by the building principal and program director of our existing after-school program. We reviewed program data, student achievement data and demographic data by whole group and by subgroups of students. We reviewed the school improvement plan document for the junior-senior high school and the program evaluation from our evaluation partner, Diehl Consulting Group. We established a needs list and compared it to current available programming in order to identify priorities for this grant proposal.

*How partners were involved* - Partners participated in three Zoom work sessions in spring 2020 by coming to them prepared (having read documentation provided before the meeting), engaging in conversations in whole group and break-out sessions, and providing verbal and written feedback throughout our work sessions. One specific example of a partner’s contribution is the inclusion of the Anti-Defamation League’s programming to address cultural competency, which was researched and suggested by our System of Care partner, Rossina Sandoval.

*How parents and youth were involved* – In addition to the participation of two parents and two students in our spring Zoom work sessions, all parents and youth have a voice in ongoing program evaluation and improvement through parent and student surveys. These survey data were reviewed and used for grant proposal program planning.

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

### **1. Project Collaboration**

The CIA 21<sup>st</sup> CCLC Program is strengthened by meaningful collaboration with other agencies. We will collaborate with agencies to bring a variety of programs to students, to provide meaningful professional development to staff, and to ensure the program continues to meet the needs of our student population. A partner list with a description of their contributions to the proposed grant activities follows:

- **Ivy Tech Community College – Evansville Campus** – Ivy Tech is our Early College High School post-secondary partner. We have 43 individual dual credit courses in place at Perry Central Jr-Sr High School through Ivy Tech. In addition, our students take evening courses through the CIA program with an Ivy Tech professor. In addition, Ivy Tech employs a College Connection Coach that is placed at Perry Central two days per week. This coach assists with career counseling sessions held during the after-school program. Ivy Tech provides these services at no cost to Perry Central or our students.
- **Patoka Valley Career and Technical Education Cooperative** – Patoka Valley CTE is the cooperative to which Perry Central belongs, and it will contribute program guidance and staff development for the Commodore Manufacturing (CM) and Commodore Construction (CC) work-based learning programs in the after school program. CM and CC are on-site, student-managed companies that compete for jobs with area manufacturers and community patrons. Perry Central pays a fee to be part of the CTE cooperative in exchange for these services.
- **Waupaca Foundry, Inc.** – Waupaca is our industry partner with Commodore Manufacturing. Our students produce parts for Waupaca and other area manufacturers. Waupaca provides technical support, sends staff members to guide students as they learn advanced manufacturing processes, and works closely with the program’s teacher to align curriculum to the workplace. Waupaca’s contributions include equipment and in-kind staff development.
- **Construction Engineering Solutions, LLC (CES)** – CES is our partner for Commodore Construction, which will be launched in the 2020-2021 school year and expanded through this 21<sup>st</sup> CCLC grant the following year. CES will contribute to our program by hiring Commodore Construction student employees for jobs in the community that they will complete in the after-school program. Students will engage in all facets of the construction process, from bidding a job to its completion, with the guidance of company CEO, Glenn Etienne. CES will provide consultation for the program as an in-kind contribution, and the company has also committed to hiring Commodore Construction for at least 3 projects per year and connecting the program with other companies.

- **Center for Excellence in Leadership and Learning (CELL)** – CELL operates under the umbrella of the University of Indianapolis and is Indiana’s leader in the Early College High School model as the accrediting body. CELL supports our work to serve first generation college goers and low-income students as we create a college-going culture. CELL provides technical assistance and ongoing professional development for program staff through its Rural Early College Network program.
- **Anti-Defamation League Midwest (ADL)** – ADL is a leading nonprofit organization with a mission to create an America where those who seem different are not targets of discrimination and threats, but are equals, worthy of shared opportunity and a place in the American dream. Our collaboration with ADL Midwest involves professional development for staff, the “No Place for Hate” SEL curriculum to be conducted weekly in CIA, and a Peer Training program for youth, which will become a new club in our after-school program. ADL Midwest will provide consultation in program development in-kind, and paid professional development and training services through a sustainable “train the trainer” model.
- **Lifesprings Health System** – Lifesprings is the Community Mental Health Center for our community. Our collaboration with Lifesprings provides small group mental health counseling on site during the after-school program, which is a contracted service provided by Lifesprings.
- **Strong Families/Strong Community of Perry County (System of Care)** – This is Perry County’s System of Care, which is a group that is formed in many counties across the state and country with a shared mission of improving mental health among youth. Our System of Care collaborates with the 21<sup>st</sup> CCLC program by helping us to connect students served with school-based mental health counseling to other community resources that serve youth and their families. This collaboration is provided as an in-kind service.
- **Indiana Youth Services Association (IYSA)** – IYSA provides training in trauma-informed care and positive youth development and coordinates youth worker credentialing through CYC. As a member of IYSA and a Youth Service Bureau, Perry Central’s 21<sup>st</sup> CCLC program benefits from the networking, professional development, and accreditation process provided by IYSA.
- **Harriman Creek Consulting, LLC** – Ray Niehaus is the CEO of this firm and works with our Career-Technical Education programs as a consultant. For the 21<sup>st</sup> CCLC grant, Ray is guiding the development of Perry Central’s Computer Science program, specifically the Coding Club and 3D Printing Club. He will connect our program director with experts in the field, assist in finding qualified club leaders, connect clubs with real-world projects, and provide ongoing professional development for club leaders. Ray will provide these services through a combination of contracted services and in-kind donations.
- **Diehl Consulting Group** – Diehl Consulting Group serves as our program evaluator for 21<sup>st</sup> CCLC. We collaborate with Diehl on all facets of program evaluation, and they provide

invaluable guidance and support for program improvement. Sam Crecelius serves as the lead for our grant, and he works with the Program Director on the IN-QPSA program evaluation process, which is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards. Diehl Consulting Group prepares and presents written program evaluation reports for the IDOE, the Advisory Committee, and program staff.

## **2. Identifying Partners**

We identified new partners through the work sessions that were held to plan the grant proposal. Once needs and gaps in services were identified, we brainstormed appropriate programming to meet those needs and sought additional partners to help guide program development in these areas. The superintendent and program director held Zoom calls with each partner to get input and guidance in the development of proposed programming. For this reason there are partners directly connected to the needs and goals identified, including alignment with workforce needs in advanced manufacturing (Waupaca) and computer science (Ray Niehaus Consulting); and well-rounded education through cultural competence (Favorite Part of My Day and ADL Midwest). Detailed MOUs that outline specific commitments are included for each of our partners.

## **3. Volunteers**

Volunteers with relevant knowledge and experience will be recruited by the Program Director, the Family Outreach Coordinator, the Site Coordinator, the superintendent and the building principal. Each of these individuals has a deep understanding of the program's goals and objectives, and each of them is also involved in the community through education and other community service organizations. This enables them to make connections with potential volunteers. All volunteers at Perry Central Community School Corporation are required to undergo a background check. When volunteers are identified, the Program Director follows up to schedule a face-to-face meeting to explore ways to integrate the volunteer's talents with the program. Our goal is to have at least 10 new program volunteers each year of the grant. These volunteers will bring their unique contributions to programming and help the 21<sup>st</sup> CCLC program meet its goals. For example, volunteers sent by Waupaca Foundry help the program meet social-emotional behavior goals by helping students build technical skills and soft skills essential for career readiness. Retired teacher volunteers help the program meet our goal to improve academic achievement by providing homework help. Finally, volunteers from the Indiana Youth Services Association help us to achieve our goals of increasing family involvement through providing applicable professional development to program staff.

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

### **1. Recruitment Criteria**

The 21<sup>st</sup> CCLC eligible school that will be served through this grant program is Perry Central Junior-Senior High School. We will recruit educationally disadvantaged students to attend the CIA Afterschool Program through the following strategies:

- Teacher Referral – Perry Central teachers value the afterschool program as a critical extension of the school day and refer students for academic support and enrichment.
- Counselor Referral – Counselors who work with targeted students refer them to the 21<sup>st</sup> CCLC program for group counseling and/or academic and SEL support.
- Program Marketing for Families – We market the 21<sup>st</sup> CCLC program to parents through public service announcements at athletic events, through email and text message campaigns, with articles about the program in monthly school newsletters, in school social media posts, and through personal contacts with families.
- Program Marketing for Students – We market the program directly to our junior-senior high school students through daily announcements, text messaging, and posters/displays in the hallways. In addition, our program staff visit classrooms to make pitches for programming and to build relationships with students to encourage their participation in the program.

### **2. Community Data**

Perry Central Community School Corporation serves students and families in rural Perry County. Nearly two-thirds of our district is comprised of Hoosier National Forest. There are no gathering places in our community other than the school, and our students come from a geographical area of over 300 square miles. Nearly all are bused to school, and the earliest bus pick-up is at 6:10 a.m. As described in detail in the needs section, our community battles poverty and low educational attainment rates. Nearly one in four children from birth to age 18 live in poverty in Perry County. In a recent study on early childhood education in Indiana, Perry County was tied for the second highest poverty rate for children birth to age 6 in the state. The impact of drug and alcohol abuse is evident in increasing rates of child abuse and neglect. Child In Need of Services (CHINS) cases increased by over 200% in 2017, and the number of cases per capita was more than twice the state average. Further, among adults living in poverty, nearly one in four did not complete high school. Our community needs our school—we are their only service provider. Perry Central gives hope and opportunity to students in our community. Without the services provided at Perry Central, our students would not have access to any out-of-school time programs. We embrace our role a community center for our area, and we are

passionate about serving students through high quality educational programming that will enable students to overcome challenges and live their best lives.

### **3. Parental Involvement**

Our comprehensive approach to family outreach includes planned activities that promote parental involvement, family literacy and related educational activities which are aligned to our needs assessment. Our families struggle with underemployment and low educational attainment levels. In addition, there are high wage jobs available in advanced manufacturing and computer science in our community that are vacant due to the lack of a skilled workforce. In response to this, we are including career and post-secondary counseling for families so that we can teach them about available jobs, evaluate their status and educational needs as they relate to the job market, and help them create a plan for moving toward better employment status. The 21<sup>st</sup> CCLC career counselor will also refer parents to a variety of “next steps” which could include the following: (1) Perry County Adult Education ABE/GED program; (2) TASC testing; or (3) postsecondary institutions such as Ivy Tech Community College.

Our 21<sup>st</sup> CCLC program will build on existing resources in place at Perry Central. These include Perry Central Family Outreach, which holds parenting sessions and other events to involve families; and our facility itself, which is the center of the community and welcomes its use beyond the traditional school day. Because of the college and career readiness focus of this initiative, we will align Family Outreach events to related subjects. In addition, our program will address barriers to participation so that working families can attend. For example, we will provide programs late enough in the evening that parents who work can still attend after work, and Family Outreach will provide meals for families. In addition, we will open our library and make technology available to parents because they have no access to a public library or computer lab within the district. The school library, which will provide devices for parent check-out, will be open to families daily from 3:00 to 6:00 p.m. and on Saturdays from 8:00 a.m. to 2:00 p.m.

Finally, the 21<sup>st</sup> CCLC program will collaborate with Family Outreach to provide a “One Book – One Community” family literacy initiative through which students and families read the same book together each summer. We will host two fun, family events that match the theme of the book. Program staff and teachers will be encouraged to read and participate to serve as models for lifelong reading. This activity builds on the daily “Read In” that students can participate in from 5:30 to 6:00 during the regular school year. Read In is a time for students to read self-selected books of interest and to share their recommendations with other students in the program.

### **4. Snack and/or Meals**

We will provide a USDA approved snack after school daily. Ordering will be done through collaboration with the food service director, using vendors who already serve the

school, and snacks provided will meet all USDA and DOE Office of School and Community Nutrition standards. Distribution will occur, along with sign-in, at the start of Commodores in Action each day. We will collaborate with the director of the Lights On program in our elementary school and our food service director to provide USDA approved snacks. Funding for snacks will come the school corporation’s Education Fund.

### 5. Weekly Schedule

Table 6 - Weekly Activity Schedule						
Time/Activity	Activity Description	M	T	W	Th	F
WIN (What I Need) - 7:00-8:00 a.m. and 3:00-4:30 p.m.	Daily after-school tutoring using programs such as iRead math, Readable English, and small-group/standards-based instruction in core content areas of math, English, science, and social studies. Tutoring will be tailored to the needs of each student.	X	X	X	X	X
Snack, Brain Break & Homework Check 3:00-3:30	All students will receive a USDA approved snack and engage in a “Brain Break”, which is a quick activity to recharge and reset one’s mind. Then, staff will lead students through a homework check process to help them prioritize and make a plan for the day.	X	X	X	X	X
Commodore Manufacturing – 3:30-6:00	Students will work in the Commodore Manufacturing program under the supervision of a teacher. Students will engage in all facets of advanced manufacturing processes, including sales, marketing, production, quality, safety and logistics. Students will earn money from the jobs they complete for area advanced manufacturing clients.	X	X	X	X	
Commodore Construction – 3:30-6:00	Students will work in the Commodore Construction program under the supervision of a teacher. Students will engage in all facets of construction processes, including sales, marketing, project cost estimation, construction, quality, safety and logistics. Students will earn money from the jobs they complete.	X	X	X	X	
Mental Health Counseling - 3:30-4:30 or 4:30-5:30	Individual counseling sessions will be provided for students by a school social worker in the afterschool program. The social worker will use research-based counseling approaches and trauma-informed care.	X	X	X	X	X
College / Career Counseling – 3:30-4:30	The Ivy Tech College Connection Coach will meet with individual students to provide in-depth career and post-secondary counseling. These sessions will result in completed career plans that show how courses taken in high school connect to post-secondary training, which connects to employment options in Indiana.	X	X	X	X	
Lifesprings Group Counseling – 5:00-6:00	Lifesprings Health System will lead small group counseling for selected topics such as grief and loss; child of an alcoholic or drug user; alcohol, tobacco and other drug use prevention (ATOD); and anger management. Parental	X				

	consent will be required. Groups will run for 6-8 sessions each. For ATOD, a SAMHSA model curriculum (Project Success) will be used.					
Fitness Club – 3:30-4:30	Fitness clubs will be provided daily. Each day of the week will be a different type of physical fitness activity. Planned clubs include walkers’ club, runners’ club, Zumba, weight-lifting, and yoga.	X	X	X	X	X
Coding Club – 3:30-5:30	Coding Club is a computer science club led by a faculty advisor who will teach students different coding methods using curriculum from Code.org and other online sources. Students will learn coding basics and then complete projects for the school and for area employers.	X		X		
3D Printing Club – 3:30-5:30	3D Printing Club is a computer science club led by a faculty advisor who will teach students Additive Manufacturing (3D printing). Students will learn design and build prototypes on the school’s state-of-the art 3D printers for their own projects, school-requested projects and projects on which they collaborate with outside agencies and employers.		X			X
VEX Robotics Club – 4:30-6:00	Students will form VEX Robotics clubs after school and compete in VEX competitions under the direction of the PLTW Engineering instructor.		X		X	
Peer Leaders Group – 3:30-5:30	The Peer Training Program is creating positive change in schools. Built on the knowledge that the most important influences on young people are the attitudes and behaviors of their peers, the Peer Training Program prepares young people to use the positive power of peer influence to promote respect and civility in their schools and beyond. This program teaches Peer Trainers to take action against prejudice by leading workshops and discussions with peers about the issues that impact their school. Their efforts play a key role in creating environments where differences are valued and respected. Over the course of the program, Peer Trainers learn how to effectively respond when they hear racial slurs, name-calling, and put-downs in the hallways, lunchrooms, and classrooms of their schools. They also develop the skills to lead interactive discussions and workshops for their peers and younger students. The A WORLD OF DIFFERENCE® Institute Peer Training Program provides Peer Trainers with the training and resources to design and lead interactive programs that promote an environment that is respectful and civil.			X		
Cultural Competence SEL Lesson – 3:30-4:30	Using lessons from the Anti-Defamation League and the Indiana SEL Competencies Toolkit, trained program staff will lead students through lessons designed to increase					X

	their cultural competence, build their empathic response, and provide them with skills to promote equity and social justice.					
Student Choice –WIN Tutoring, Get Organized, Read-In, Walkers’ Club 5:30-6:00	Students will be able to choose among different options for the last 30 minutes of daily programming. Get Organized is led by the Program Director and provides time for her to model organization strategies and work with individual students to help them organize their time. Read-In is a 30-minute time to read the book/reading material of the student’s choice, and Walkers’ Club kids can walk indoors or outdoors, depending on weather.	X	X	X	X	X
Ivy Tech Speech Class – 5:00-8:00 p.m.	Together with partner Ivy Tech, students in grades 10, 11 and 12 will complete dual credit classes in the afterschool program in speech. This course is part of the Statewide General Transfer Core and is transferrable upon graduation to any Indiana public college or university.		X			
Ivy Tech Welding Class 5:00-9:00 p.m.	Together with partner Ivy Tech, students in grades 10, 11 and 12 complete introductory college-level classes in welding.			X		
Coffee & Conversation 6:00-8:00 p.m.	Coffee and Conversation will be held once per quarter and will be an event where students can share music, poetry, and drama they have created. Parents and community members will be invited and the Grub Club (see below) will prepare food for the event.					X
Dive into Drama 3:30-5:30	Students will participate in a drama group that performs skits and plays of their choosing at Coffee and Conversation.	X				
Express Yourself 3:30-5:30	Express Yourself is a Club through which students can express their feelings, hopes, dreams, and worries through visual arts (Wednesdays) or music (Thursdays) supported by a local artist and musician.			X	X	
Grub Club 3:30-5:30	The Grub Club is a club in which students will learn to cook and bake. The club will meet once a week.		X			
Family Outreach Monthly Events	The Family Outreach coordinator will host monthly events for families in collaboration with afterschool activities. For example, Family Outreach will work with the 21 <sup>st</sup> CCLC College and Career Counselor to provide College 101 night for parents of 11 <sup>th</sup> and 12 <sup>th</sup> grade students.			X		
Open Library/Tech for Families	The school library is open for parent/family use daily during program hours, and Chromebooks are available for use.	X	X	X	X	X
<b>Total Program Hours Per Day</b>		4	4	4	4	4
<b>Total Program Hours Per Academic Year</b>		<b>720</b>				
<b>Summer Programming</b>						

<b>Time/Activity</b>	<b>Activity Description</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
Commodore Manufacturing	Students will work in the Commodore Manufacturing program under the supervision of a teacher. Students will engage in all facets of advanced manufacturing processes, including sales, marketing, production, quality, safety and logistics. Students will earn money from the jobs they complete for area advanced manufacturing clients.	X	X	X	X	X
Commodore Construction	Students will work in the Commodore Construction program under the supervision of a teacher. Students will engage in all facets of construction processes, including sales, marketing, project cost estimation, construction, quality, safety and logistics. Students will earn money from the jobs they complete.	X	X	X	X	X
Coding Academy	A 2-week Coding Academy will be taught by the Computer Science instructor as an introduction to coding for junior-senior high school students. Students will complete one individual and one group coding project of their choosing, supported by the teacher.	X	X	X	X	X
One Book – One Community	The 21 <sup>st</sup> CCLC program will select a book that is appropriate for students in grades 7-12 and their families and lead the community through a book club. The 21 <sup>st</sup> CCLC program will host book club events twice a week during our 4-week summer session for students and families.		X		X	
Indiana Academic Standards Remediation in Math and English	Teachers will provide academic remediation for skills in math and English for which students need extra support. These skills will be identified through standards-based assessments.	X	X	X	X	X
<b>Total Program Hours Per Day</b>		5	5	5	5	5
<b>Total Summer Program Hours Per Year</b>		<b>100</b>				

6. Alignment to Standards

Each of our planned program activities will align to Indiana’s Afterschool Standards (IAS) and to Indiana’s Afterschool Specialty Standards in College & Career Readiness (CCR) and Science, Technology, Engineering & Math (STEM). These standards were consulted in program planning and continue to be reviewed through our IN-QPSA process each year. The following table describes how our activities align with these standards.

<b>Table 7 – Alignment to Standards</b>		
<b>Program Activity</b>	<b>IAS, CCR or STEM Standard</b>	<b>Alignment to Standards</b>
WIN (What I Need)	IAS 4, 13a, 13b,	During WIN, students have a scheduled time and place for academic support on Indiana standards for which

	13c, 13d, 13f CCR 4	they have not met proficiency; their teacher tutor makes connections with parents and teachers weekly regarding student progress.
Snack, Brain Break & Homework Check	IAS 3, 16, 14a, 14b, 14d,, 23a-e	Snack, Brain Break & Homework Check - During snack, brain break, and homework check, students will have a chance to socialize and choose an activity. Snacks are healthy and nutritious; water is available at all times; food is kept in sealed containers and is appropriate for the ages of youth served.
Commodore Manufacturing & Commodore Construction	CCR 2, 3, 5, 7 and 8	Commodore Manufacturing & Commodore Construction – Students will learn about career ladders and pathways in high growth industries in their region; students will connect with community partners and employers; teachers will be well-informed about workforce opportunities and act as facilitators for youth as they explore careers in these areas; the programs will be adjusted based on data findings.
Mental Health Counseling and Lifesprings Group Counseling	2d, 4c	Counselors respond appropriately to the range of youth’s feelings and temperaments. Counselors use a variety of strategies that are developmentally appropriate and respect diverse needs, abilities and cultural backgrounds of the youth they serve.
College / Career Counseling	CCR 1, 2, 3, 5, 6, 8	The college & career counselor will work individually with students to help them envision a future at college; families will be involved in planning sessions; counselors will be appropriately trained; counselors will help youth identify supportive adults in their lives to guide them in preparing for college/careers; youth will engage in college and career exploration with the counselor; the counselor will provide financial aid guidance to families; the counselor will assess youths’ career interest areas.
Fitness Club, Walker’s Club	12b, 16a	Students have an opportunity to play/engage in physical activity at least 30 minutes daily (outdoors when weather permits).
Computer Science Clubs: -Coding Club -3D Printing Club	IAS 16d STEM 1a, 1b-d, 2a-e, 4g, 4h, 5a, 5c, 5f, 6a, 6c	Through these clubs, youth participate projects that are long-term and require planning and problem solving. Students choose their own projects; their work is guided by written curriculum (code.org and Stratasys for 3D printing); they use the STEM classrooms used during the school day for PLTW Engineering and Computer Science, which have

		adequate equipment and materials for all students to be engaged; clubs are fun and experiential, project-based and support school-day programs in computer science. Students learn from employer partners and program volunteers who are experts in related fields.
VEX Robotics Club	STEM 3a, 5a, 5f, 6a, 6c	Through VEX Robotics, our students are engaged with their family, school and community as they complete projects and compete in VEX competitions in the area. VEX also provides fun, experiential learning that is project-based. It also builds on school-day learning in engineering and computer science.
Peer Leaders Group	IAS 5d, 6b, 6c, 6d	This program builds students' capacity to resolve their own conflicts when possible. Youth show respect for each other, work together, and discuss their differences/work out a solution.
Cultural Competence SEL Lesson	IAS 5d, 6b, 6c, 6d	This program builds students' capacity to resolve their own conflicts when possible. Youth show respect for each other, work together, and discuss their differences/work out a solution.
Ivy Tech Speech and Welding Class	CCR 1c, 2a	The program partners with Ivy Tech Community College to bring the college experience to their school. Ivy Tech provides professors for speech and welding—they are different from typical dual credit courses taught by high school teachers. This builds student efficacy and confidence in their ability to succeed in higher education.
Arts Clubs: -Dive into Drama -Express Yourself -Grub Club	IAS 3c, 14d, 16b	The program provides regular opportunities for creative arts and dramatic play. Arts clubs provide students with choice about how they wish to express their thoughts and feelings creatively. The program includes a variety of enrichment activities from which students can choose.
Monthly Family Outreach Events	8d, 9a, 9b, 9c	Families are encouraged to give input into Family Outreach activities through a survey, and family events are provided and marketed to improve family involvement.

## 7. Staff Recruitment and Retention

We have established a staff recruitment and retention plan that will ensure equitable hiring practices are being followed so that program staff represent the youth

served in the program. The first step in our equitable hiring plan is to provide training to administrators and the Program Director on implicit bias and cultural competency. We value the many perspectives that arise from a variety of cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify ourselves, but we realize that we may carry implicit biases that prevent these positive intentions from resulting in equitable hiring practices. Second, we will evaluate the diversity of our existing 21<sup>st</sup> CCLC staff to find the strengths and challenges of the staff in terms of how it represents the community we serve. Next, we will recruit staff to the program that fill any gaps in representation. Specific **recruitment strategies** were identified through study of professional literature (Raley, 2005; Huang, 2010; \_\_\_\_ Indiana one) follow:

- *Networking* – School leaders and the Program Director will build a network in the field of youth work and with under-represented populations in the community through participation in related organizations (e.g., Chamber of Commerce, Perry County Economic Development Marketing Committee, Catholic Charities, WorkOne Southwest, 21<sup>st</sup> CCLC Community of Practice presented by Diehl Consulting Group).
- *Job Fairs* – The Program Director will attend job fairs at colleges and universities and connect with their student groups that represent diverse backgrounds (e.g., Women in Engineering, 21<sup>st</sup> Century Scholars Network).
- *Job Postings* – The Program Director and superintendent will write job postings with broad descriptions that invite diverse applicants. We will avoid describing a position so narrowly that only a small group of people would view it as attainable and focus on skills/experience rather than just degree/certification.
- *Interview Team & Process* – We will select an inclusive interview team and engage them in open dialogue about the process, implicit bias, and the goal of diversifying staff. We will develop diversity-related interview questions such as those suggested in research (e.g, UC Berkely Toolkit for Recruiting and Hiring a More Diverse Workforce).
- *Social Media* – We will use social media tools such as LinkedIn to find potential candidates.
- *Recruit Continuously* – We will not only recruit when there are openings but will maintain professional networks and make note of potential candidates from underrepresented groups. When possible, we will build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.
- *Living Wage* – Provide a living wage for employees and provide career ladder opportunities as employees complete professional development and related certifications.

Once candidates are in place, we will also employ strategies to retain them as employees. Our **retention strategies** are outlined below:

- *Create and Sustain an Inclusive Culture* – We will continue to train all program staff on cultural competence, implicit bias, equity and social justice. We will engage staff in open dialogue around these issues.
- *Mentorship* – New staff will be paired with a mentor who will meet with them weekly for ongoing support.
- *Career Ladders* – We will develop Career Ladders that articulate levels of training and/or certification and corresponding wage increases. We will increase the number of FTE employees so that part-time staff do not leave their positions in favor of full-time jobs elsewhere.
- *Good Fit Hiring* – The Indiana State Evaluation of 21<sup>st</sup> CCLC Programs from 2017-2018 also identified strategies, in addition to higher salaries, that can help to retain high-quality staff such as hiring people with respect, passion and concrete skills for working with young people.
- *Strengths-Based Job Assignment* – We will align our staff to their job duties according to staff skills and strengths.
- *Clear Guidelines and Job Expectations* – Written guidelines will be developed that outline expectations for staff responsibilities in the program.
- *Professional Development* – We will provide substantive and accessible professional two hours a week for online training and/or mentor meeting). According to a study by Huang et al (2007) and also cited in Indiana’s 2017-2018 State 21<sup>st</sup> CCLC Evaluation, professional development is important for retaining qualified staff because it provides a vehicle for growth and increased satisfaction among workers. Further, staff efficacy and feelings of competence improve, which increases motivation and a feeling of belonging in the organization. Specific PD to be provided include staff orientation, staff meetings every other week, and staff evaluation followed by personalized training.

#### *Staff Positions and Wages*

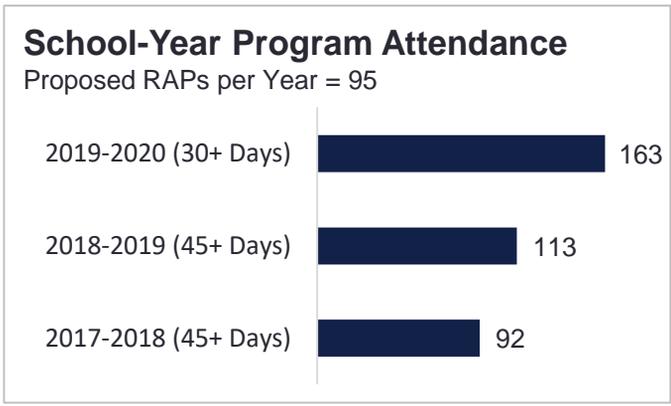
- Program Director – certified teacher salary commensurate with education level and years of experience (abiding by the collective bargaining agreement in place with the school).
  - Full-time position
  - Opportunities for annual salary increases based on an evaluation rating of Effective or Highly Effective according to the collective bargaining agreement
- Site Coordinator - \$16.00 per hour to start with an Entry Level CYC Certification
  - Full-time position
  - Increased pay by \$2.00 per hour after completion of the CYC-Association Level Certification
- Teacher Tutors - \$25.00 per hour for certified teachers

- Teacher tutors are full-time school day teachers who work as after-school tutors as well
- Each year of service in teacher tutoring increases hourly pay 5%
- Direct Service Staff (e.g., club sponsors, teacher supervisors) - \$16.00 to \$25.00 per hour, depending on education/experience level of staff member
  - Part-time positions or “extra-curricular” position for school-day teachers
  - Each year of service in a position increases hourly rate by 5%

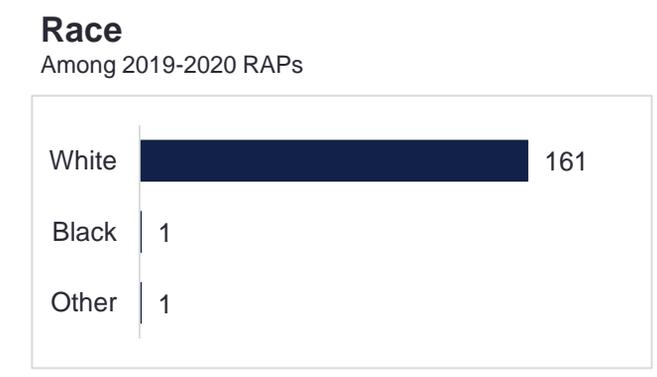
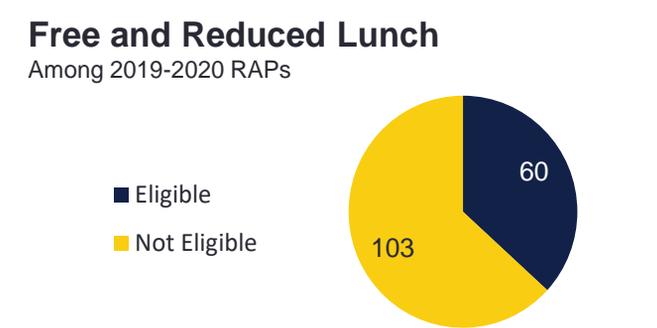
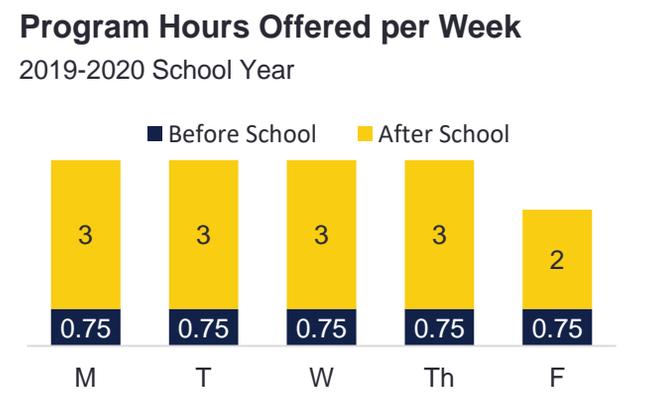
**EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

(Inserting pages from Diehl Consulting Group Reports)

**Program Attendance & Participant Characteristics (In-Person School-Year Programming)**



**Total In-Person Attendance Days: 137**  
 Last Day of In-Person Programming: 3/13/20  
 Last Day of Participants' School Year: 5/20/20



**Accomplishments & Opportunities (In-Person School-Year Programming)**

During Year Three, programming was enhanced to place a greater emphasis on academic programming, including both tutoring/homework help and academic enrichment. Program staff collaborated with teachers and administrators to identify and recruit students who were struggling academically. Moreover, efforts were made to ensure that these students attended regularly. Prior to program closures, there was evidence that participants were benefiting academically. Specifically, the majority of regular attendees improved their grade or maintained at least a B from quarter 1 to quarter 3 in ELA (66%) and math (71%). All (100%) 12<sup>th</sup> graders who attended the program regularly graduated on schedule, and 87% of regular attendees improved their academic performance or needed no improvement according to their teachers. Family engagement benefits were also observed, with 92% of parents indicating that they regularly supervised or reviewed their child's homework and 100% of parents attending at least one school-sponsored event. For Year Four, program staff have identified increasing students' engagement in activities as a key area for improvement (Standards 13-16). Specifically, program staff will leverage partnerships and other resources to ensure that a variety of activities are offered for students (Standard 16), that students play an active role in planning and implementing activities (Standard 15), and that activities are aligned with the needs/interests of students and the program's mission (Standard 14).



## 2019-2020 Performance Measure Progress

### Academic Outcomes

Outcome	Target	Performance Measure	Notes
--	72%	of grade regular participants will earn a "B" or better or improve their math grade from fall to spring	Due to school closures, fall and spring grades were not comparable.
--	70%	of regular participants will earn a "B" or better or improve their ELA grade from fall to spring	Due to school closures, fall and spring grades were not comparable.
100%	95%	of regular program participants in their fourth year of high school will graduate from high school within six months of their grade-level cohort	
87%	70%	of regular attendees will improve or need no improvement to 'academic performance' in spring (DOE Teacher Survey)	

### Social/Behavioral Outcomes

Outcome	Target	Performance Measure	Notes
86%	75%	of regular attendees will improve or need no improvement to 'classroom behavior' in spring (DOE Teacher Survey)	
	70%	of students will report that the afterschool program has helped their child get along better with others (Spring Quality Improvement Scale)	Due to program closures, spring student surveys were not collected.
60%	70%	of regular participants who take the ACT, SAT, or Accuplacer tests will earn a score that is "college ready" on the ACT, SAT or Accuplacer (College and Career Priority)	
87%	90%	of eligible regular program participants will successfully complete the third year of a career pathway (College and Career Priority)	

### Family Engagement Outcome

Outcome	Target	Performance Measure	Notes
80%	75%	of parents will report regular participation ("a few times a week" to "daily") in supervising (or reviewing) their child's homework (Spring Quality Improvement Scale)	
70%	60%	of parents will attend at least 1 school-sponsored family session (annually) (Spring Quality Improvement Scale)	



## Support Provided During Indiana's COVID-19 Stay-at-Home Order

Was your 21<sup>st</sup> CCLC program able to provide support to 21<sup>st</sup> CCLC students and families during Indiana's COVID-19 Stay-at-Home order? **YES**

A. Type of support provided to 21 <sup>st</sup> CCLC participants & families between the last day of in-person programming and the last day of the school year.	Date Initiated	Number of Weeks Provided*	Number of 21 <sup>st</sup> CCLC Staff Involved
Communicating through written content (newsletters, emails)	--	--	--
Communicating through telephone calls or video chats	3/30/20	8	2
Providing meals or other food	--	--	--
Providing pre-recorded online activities/resources (videos)	--	--	--
Delivering real-time online programming (Zoom or Facebook Live)	--	--	--
In-person programming for children of essential workers.	--	--	--

### B. Areas of Success (from Stay-at-Home support/services during the school year)

Staff participated in targeted outreach to 21<sup>st</sup> CCLC students during program closures in spring 2020 using voice and video calls. Calls occurred approximately three days per week and involved E-learning support, along with social support (e.g., checking on how they were doing and if their families had everything that they needed). In addition to communicating with students, 21<sup>st</sup> CCLC staff also supported the district's meal delivery program by delivering food and other necessities to 21<sup>st</sup> CCLC students during the closure. These opportunities gave staff the opportunity to interact with students outside of their normal environment and to communicate directly with parents and caretakers. Participating in food delivery helped staff to support the needs of their larger community, which helped them to cope personally with the closure.

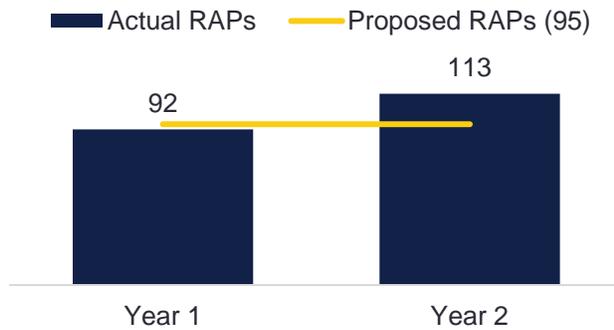
### C. Lessons Learned (from Stay-at-Home support/services during the school year)

Students' lack of reliable Internet or cell phone access was the greatest barrier for the program. Prior to the closure, staff were aware that that approximately 10% of Perry Central students struggled with telecommunications access, however, staff learned that most of these students lived in the same geographic area (Tobinsport Township, along the Ohio River in rural Perry County). Due to its location, there were minimal options to connect with students virtually. As a result, staff drove to the area and spoke directly with students and their families.

\*Includes the number of weeks of support delivered during what would have been the "school year." Support delivered during the summer will be documented in next year's report.

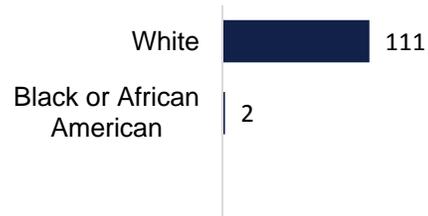
## Program Participation and Participant Characteristics

### School-Year Attendance



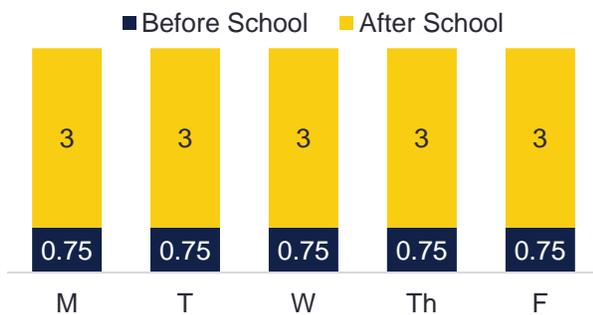
### Race

Among 2018-2019 RAPs



### Program Hours Offered per Week

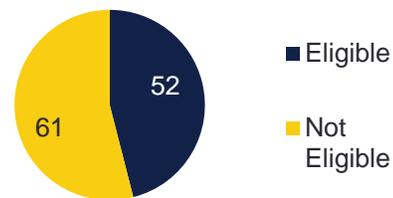
(2018-2019 School Year)



Total Attendance Days: **175**  
 (2018-2019 School Year)

### Free and Reduced Lunch

Among 2018-2019 RAPs



### Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: **0**
- Intermediate/Middle School: **57**
- High School: **56**

## Opportunities for 2019-2020

**Engaging Community Partners:** Following Year Two, program staff identified engaging community as an area of improvement for Year Three. From a sustainability perspective, utilizing partnerships for training, staffing/volunteers, programming and other support provide substantial benefits for 21<sup>st</sup> CCLC programs. When planning strategies to develop new partnerships, staff are encouraged to seek out resources locally through the Indiana Afterschool Network and local conferences. Additionally, national resources recommended by the Afterschool Alliance may be considered (Standard 38).

**School-Day Linkages:** School-day linkages, specifically communication between school leaders, site staff and program, was identified as an area for improvement in Year Three. Collaboration with school administrators can support the program's organizational needs, and partnerships with teachers can improve the quality of academic support and programming. Where possible, program leaders should spearhead efforts to facilitate partnerships (Standard 37).



## 2018-2019 Performance Measure Progress

### Academic Outcomes

Outcome	Target	Performance Measure
<b>74%</b>	72%	72% of regular attendees will earn a "B" or better or increase their ELA grade from fall to spring.
<b>65%</b>	70%	70% of regular attendees will earn a "B" or better or increase their math grade from fall to spring.
<b>100%</b>	95%	95% of regular program participants in their fourth year of high school will graduate from high school within six months of their grade-level cohort.
<b>83%</b>	70%	70% of regular attendees will improve or need no improvement to 'academic performance' in spring, as reported by school day teachers (DOE Teacher Survey).

### Social/Behavioral Outcomes

Outcome	Target	Performance Measure
<b>87%</b>	70%	70% of regular attendees will improve or need no improvement to 'classroom behavior' in spring, as reported by school day teachers (DOE Teacher Survey).
<b>79%</b>	70%	70% of students will report that the afterschool program has helped them get along better with others as measured by the spring quality improvement scale.
<b>100%</b>	70%	70% of regular attendees who take the ACT, SAT, or Accuplacer tests will earn a score that is "college ready" on the ACT, SAT, or Accuplacer (as defined by the ACT, SAT, Accuplacer). *College and Career Priority
<b>100%</b>	90%	90% of eligible regular program participants will successfully complete the third year of a career pathway. *College and Career Priority

### Family Engagement Outcomes

Outcome	Target	Performance Measure
<b>92%</b>	70%	70% of parents will report regular participation ("a few times a week" to "daily") in supervising (or reviewing) their child's homework as measured by the spring Quality Improvement Scale.
<b>100%</b>	80%	80% of parents will attend at least 1 school-sponsored family session as reported on the spring Quality Improvement Scale.

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

### **1. Evidence-Based Programming**

The program model will incorporate and implement evidence-based programming through the use of collaborative curriculum. The evidence-based for proposed programming follows.

<b>Table 8 – Research Base for Programs/Activities</b>		
<b>Program Element/ Academic Outcome</b>	<b>Finding</b>	<b>Research Source</b>
WIN (What I Need) daily academic support	Ritter et al (2009) conducted a meta-analysis of research around tutoring programs and published his findings in the <i>Review of Educational Research Journal</i> . Tutoring was found to significantly improve student performance on standardized tests. Another study by Rothman and Henderson (2011) found that volunteer tutoring programs significantly improved middle school students' success on state tests.	Ritter, et al, 2009, <i>Review of Educational Research</i>  Rothman and Henderson (2011), <i>Research in Middle Level Education</i>
Family Engagement (Family Outreach, Career Counseling, Open Library/Tech)	In a meta-analysis of 77 students on effects of parent involvement, Jeynes (2005) found that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings.	Harvard Family Research Project, Harvard Graduate School of Education
Internship Program and Dual Credit Classes (Early College Model)	A longitudinal study of high school students in urban settings found a positive trend in attendance and standardized test scores among students involved in career-technical education and related experience such as internships. High quality career and technical education can help more students persist in and complete high school by preparing them for the postsecondary education and training that will be critical to future economic successes; by increasing student engagement; by building positive relationships; and by providing innovative delivery methods.	National Research Center for Career and Technical Education, 2012  Association for Career and Technical Education, 2007

School-Based Individual and Family Counseling	Studies show that students who receive social-emotional support and prevention services achieve better academically in school. Further, school mental health programs improve educational outcomes by decreasing absences and discipline referrals and improving test scores.	Greenberg, Weissberg, O'Brien, Zins, et al., 2003; Welsh, Parke, Widaman, & O'Neil, 2001; Zins, Bloodworth, Weissberg, & Walberg, 2004; Jennings, Pearson, & Harris, 2000
Cultural Competency SEL and Peer Leaders	According to Sharp (1996) and Topping (1996), when peers intervene with some consistency, even with simple verbal challenges, their actions are effective in stopping bullying and over time, can change the educational environment to one of increasing respect and acceptance. Peers have the potential to influence behavior beyond school walls to home and community. The success of students' formal interventions corresponds to the level of institutional support they receive, including the willingness on the part of the school community to allocate resources of time, space, and materials, and to support students' efforts by recognizing students who make a commitment to be leaders. Peers also play an important role in promoting the development of students' social and emotional skills. Research suggests that peer mentors are able to provide students with greater social and emotional support than older mentors. Furthermore, students who serve as peer mentors also experience gains in social and emotional development—such as improved social skills, self-confidence, self-esteem, sense of purpose, increased social concern and the development of altruistic values.	Cross, 1985; Feldman & Newcomb, 1969; Goleman, Boyatzis, & McKee, 2002  Barrow & Hetherington, 1981; Grant-Vallone & Ensher, 2000  Astin & Kent, 1983; Harmon, 2006; Schuh & Laverty, 1983  Pascarella, Ethington, & Smart, 1988
Work Ethic Certification (Soft Skills Training)	Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center has concluded that 85% of job success comes from having well-developed soft and people skills, and only 15% of job success comes from technical skills and	National Soft Skills Foundation, 2016

	knowledge (hard skills); however, little formal training in soft skills is provided in schools or the workplace.	
Career/Post-Secondary Counseling	In this meta-analysis of studies, it was found that 80% of recipients of career counseling made changes related to work or post-secondary choices as a result of counseling. Over 80% felt the counseling had been influential in their choices. In addition, young people receiving career counseling were shown to have improved confidence and self-esteem post-counseling.	National Institute for Career Education and Counseling, 2003
Work-based Learning (Commodore Manufacturing & Commodore Construction)	A review of related literature found that work-based learning has consistently positive results for high school students including improved attendance, increased numbers of students graduating on time, fewer dropouts, students completing more courses and students earning a higher GPA.	“The Impact of Work-Based Learning on Students” in EricDigest.org by Wonacott and accessed 7/1/2020
STEM Programming	Informal STEM Education inspires student learning through hands-on, experience-based activities that enrich and add value to their school experiences. Informal STEM takes place beyond school day hours. Youth outcomes for informal STEM programs include increased interest and excitement in STEM learning; increased STEM skills, understanding, knowledge and competence; and increased awareness and interest in STEM education and career pathways.	Indiana Afterschool Special Standards STEM Document, 2018.
School-Based Fitness Programming	Multiple systematic reviews of school-based programs to increase physical activity have found that these interventions are associated with increased physical activity among students. [Reviews also found evidence that these interventions are associated with positive effects on BMI and obesity prevention. <sup>[16]</sup>	The Guide to Community Preventive Services. Behavioral and social approaches to increase physical activity: Enhanced school-based physical education. <i>The Community Guide: What Works to Promote Health</i> 2013

2. Table Below

Table 9 – Program Implementation				
Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and Math	<ul style="list-style-type: none"> <li>• WIN</li> <li>• Summer Academic Remediation</li> </ul>	<p>1.1.1) 72% of RAPs will earn a “B” or better or increase their ELA grade from fall to spring.</p> <p>1.1.2) 70% of RAPs will earn a “B” or better or increase their math grade from fall to spring.</p>	1.1.1-1.1.2) PCCS Final Report Card Grades for ELA & Math (Fall and Spring)
	1.2) Improve credit attainment and high school graduation	<ul style="list-style-type: none"> <li>• Ivy Tech Dual Credit Courses</li> <li>• College &amp; Career Counseling</li> <li>• WIN</li> </ul>	<p>1.2.1) 70% of eligible RAPs will earn 15 or more dual credits (College and Career Priority).</p> <p>1.2.2) 95% of RAPs in their fourth year of high school will graduate from high school within six months of their grade-level cohort.</p>	<p>1.2.1) PCCS Report Cards</p> <p>1.2.2) PCCS Graduation Records</p>
2) Improve social and behavioral outcomes	2.1) Improve social/emotional learning	<ul style="list-style-type: none"> <li>• Mental Health Counseling</li> <li>• Lifespring Group Counseling</li> <li>• Cultural Competence SEL Lessons</li> </ul>	2.1.1) 70% of RAPs will improve or need no improvement engaging in ‘responsible decision-making’ in spring of each grant year, as reported school day teachers.	2.1.1) DOE Teacher Survey
	2.2) Increase college and career readiness	<ul style="list-style-type: none"> <li>• College &amp; Career Counseling</li> <li>• Ivy Tech Dual Credit Courses</li> </ul>	2.2.1) 30% of eligible RAPs will complete the General Transfer Core 30 (College and Career Priority).	<p>2.2.1) PCCS Report Cards</p> <p>2.2.2) Certification Records</p>

		<ul style="list-style-type: none"> <li>• Commodore Manufacturing</li> <li>• Commodore Construction</li> <li>• Coding Club</li> <li>• 3D Printing Club</li> </ul>	<p>2.2.2) 70% of eligible RAPs will earn an industry-recognized certification (College and Career Priority).</p> <p>2.2.3) 90% of eligible RAPs will successfully complete the third year of a career pathway (College and Career Priority).</p>	2.2.3) Career Pathway Program Records
3) Increase family involvement	3.1 Increase family involvement in education at home	<ul style="list-style-type: none"> <li>• WIN (Teacher Communication)</li> <li>• Family Outreach Events</li> <li>• Coffee &amp; Conversation</li> </ul>	3.1.1) 70% of parents will report regular participation (“a few times a week” to “daily”) in supervising (or reviewing) their child’s homework as measured by the Spring Quality Improvement Scale.	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	3.2 Increase family involvement with school	<ul style="list-style-type: none"> <li>• Family Outreach Events</li> <li>• Coffee &amp; Conversation</li> </ul>	3.2.1) 80% of parents will attend at least 1 school-sponsored family session (annually) as reported on the Spring Quality Improvement Scale.	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

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

**1. Communication Plan**

*a. Applicable school leadership*

The 21<sup>st</sup> CCLC program works closely with school leadership, including the superintendent and building principal. The Program Director meets every other week on Wednesday morning with the superintendent and building principal for program planning and review. The Program Director is also a member of the School Improvement Team, which facilitates communication and ensures that the program is responsive to student needs. The School Improvement Team meets monthly throughout the school year in after-school meetings and also has at least two full-day meeting/planning sessions per year. At

least once per school year, the Program Director presents program information and outcomes at a public school board meeting.

*b. Applicable school day staff*

- i. Program staff will have a secure account on the school's student management system, Skyward, so that they can access data needed for program evaluation. Skyward is accessed from the school's website. The evaluation plan presented later in the proposal provides details about this process.
- ii. The Program Director works closely with classroom teachers to align academic programming in the 21<sup>st</sup> CCLC program to student needs. Having the program in the school building facilitates such communication. Teachers refer students to tutoring, and that referral includes details about the academic skills students for which students need support. The Program Director follows up with each teacher via email or an in-person meeting to ensure program staff understand student needs and to share student progress. There will be both formal and informal processes in place to communicate with teachers, which aligns to best practice research for out-of-school time learning programs. When students are referred to complete missing work, the Program Director returns completed work directly to the classroom teacher. Further, the building principal works with teacher teams to identify students who could benefit from small group support for academic skills in the afterschool program. Students who need support for the same skills (e.g., 7<sup>th</sup> grade math – positive and negative integers) can be grouped for academic support after school. These students are referred to the 21<sup>st</sup> CCLC program through a written referral process, and the Program Director creates a schedule for them during WIN for small group lessons facilitated by a classroom teacher.

*c. Community stakeholders*

- i. We would communicate with community stakeholders in the following manner: Perry Central's 21<sup>st</sup> Century Community Learning Center program serves students in grades 7-12 at Perry Central Junior-Senior High School. Any student attending Perry Central is eligible to attend the program, which operates daily from 7:00 to 8:00 a.m. and from 3:00 to 6:00 p.m. every day that school is in session and from 9:00 a.m. to 2:00 p.m. for four weeks in the summer. The services available in the 21<sup>st</sup> CCLC program include tutoring; homework help; workforce-aligned, work-based learning opportunities in advanced manufacturing and construction through Commodore Manufacturing and Commodore Construction; mental health and

college/career counseling; family outreach events including college/career counseling and open technology hours; Coding Club; 3D Printing Club; Fitness Club; Peer Leaders Cultural Competency Group; Social-Emotional Learning Activities; “Get Organized” Workshops; VEX Robotics; and college credit classes in speech and welding through Ivy Tech Community College. To access the program, students can sign up or may be referred by school staff.

*d. Families of Program Participants*

Each family of a participating student completes an enrollment form at the start of the year (or when the student begins the program) that includes the parent’s contact information and emergency contact information. This form is kept on the Site Directors mobile cart, and staff can also access this data via Skyward (our student management system) on their cell phones. 21<sup>st</sup> CCLC staff will communicate with families differently depending on the circumstance. When sharing information about student progress, staff will call, text or email parents. When sharing general information about the program, staff can use an automated system through Skyward to text message, call or email families to share information. In addition to these methods, Perry Central’s social media platforms are widely followed. In particular, our Facebook page has 4,948 followers and on average a post reaches 5,000 people. We also post to Instagram and Twitter. Our school also shares information about the 21<sup>st</sup> CCLC program on its website and in the monthly school newsletter.

**2. 21<sup>st</sup> CCLC Terminology**

Our program is called the 21<sup>st</sup> Century Community Learning Center CIA (Commodores in Action) Program. All communication regarding our program will include this terminology and the 21<sup>st</sup> CCLC logo on every form, article, social media post, email, and any other written communication disseminated.

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

### 1. Plan

**Table 10 – Professional Development Plan**

<b>Program Name</b>	Perry Central Junior-Senior High School 21 <sup>st</sup> Century Community Learning Center CIA Program
<b>Program Director</b>	Michelle Duncan
<b>Dates of Implementation</b>	June 1, 2021—June 30, 2022

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hrs of Training	Total Cost	What funds were used to pay for training?	Date of Training	<a href="#">CYC Competency Alignment</a> (if applicable)
Anti-Racism Training	Anti-Defamation League	Improve staff understanding of implicit bias, institutional racism, and action steps to be anti-racist.	Improved respect for cultural diversity; improved relationships and communication between staff and students.	Program Director – 1 Site Coordinator – 1 Front Line Staff – 3	3	\$2,600	50% from 21 <sup>st</sup> CCLC 50% from Title II	July 2021	Cultural and Human Diversity
Peer Leadership Training	Anti-Defamation League	Together with student “Peer Leaders”, staff will learn about social justice issues through comprehensive training designed to address the specific issues students face.	Improved respect for cultural diversity; improved relationships and communication between staff and students.	Peer Leadership Advisor (Front Line Staff) – 1	21	\$8,000	50% from 21 <sup>st</sup> CCLC 50% from Community Foundation Grant	August - December 2021	Cultural and Human Diversity
Family Engagement Online Course	You for Youth	Understand how to support families from diverse backgrounds and create a program that supports family needs.	Improved family engagement	Program Director – 1 Site Coordinator - 1	8	Free	NA	October 2021	Relationship and Communication

				Family Outreach Coordinator – 1					
DiSC Leadership Assessment and Team Dynamics Workshop	CEYD	Learn about styles through reviewing personal assessment and through individual/group activities. Recognize & explore preferred ways to act, relate, work, socialize, & deal with change. Recognize other people's styles, strengths and limitations, and how to work more effectively with them.	Improved leadership capacity, staff relationships and communication.	Program Director – 1 Site Coordinator – 1 Front Line Staff - 3	7	\$650	100% from 21 <sup>st</sup> CCLC	August 2021	Professionalism Relationship and Communication
Conscious Discipline Webinars	Conscious Discipline Website	Learn positive discipline strategies to engage appropriately with students and build positive relationships.	Improved relationships between staff and students; improved behavior among students.	Program Director – 1 Site Coordinator – 1 Front Line Staff – 3	6	\$1,000/year for site license	100% from Title II	August 2021 to May 2022	Applied Human Development Developmental Practice Methods
IAN Summit on Out-of-School Time Learning	Indiana Afterschool Network	To build staff capacity to deliver high quality out-of-school time learning.	Improved program quality.	Program Director – 1 Site Coordinator – 1	16	\$200	100% from 21 <sup>st</sup> CCLC	April 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Back to School Retreat	Perry Central Community Schools	To improve professional practice of teachers, assistants and out-of-school time staff. (Topics vary and target PD needs of staff.)	Improved student achievement.	Program Director – 1 Site Coordinator – 1 Front Line Staff – 3	10	\$700	100% from Title II	July 2021	Applied Human Development Relationship and Communication Developmental Practice Methods

				Teacher Tutors – 2					
Monthly 21 <sup>st</sup> CCLC Staff PD Sessions	Nat'l Afterschool Association Turnkey PD and IAN 10 Best Practice Videos	To improve staff capacity to deliver high quality programming.	Improved program quality. Improved CCR and STEM programming.	Program Director – 1 Site Coordinator – 1 Front Line Staff – 3 Teacher Tutors - 2	10	\$250	100% from 21 <sup>st</sup> CCLC	Aug 2021 through May 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Core Energy Coaching	Intentional Consultants, Inc. (Erin Slater)	To maximize the Program Director's professional potential and achieve sustainable transformation for the program.	Improved program quality through effective leadership.	Program Director - 1	10	\$2,230	100% from 21 <sup>st</sup> CCLC	Jan 2022 through May 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods
Rural Early College Network Cohort	Center for Excellence in Leadership & Learning	To improve college and career readiness programming.	Improved CCR programming through implementation of best practices and alignment to CCR standards	Program Director – 1 College & Career Counselor – 1 Teachers – 2	32	\$4,000	100% from REC grant	August 2021 through May 2022	Professionalism Cultural and Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods

**Professional Development Plan Cost:**

Total Estimated Cost	\$19,630 (Total); \$8,630 (21 <sup>st</sup> CCLC)	% of Total Budget	<b>8% for total cost; 3% for 21<sup>st</sup> CCLC Budgeted Items</b>
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## 2. Assessment

We are using multiple processes to assess the professional development (PD) needs of program staff. The first is the results of our IN-QPSA self-assessment and annual program evaluation data. The needs program needs identified through these processes connect to program staff competency and drive PD planning. Second, our staff performance evaluation, which is conducted three times a year for all program staff, provides important data used to select appropriate PD. The results of performance evaluation drive PD planning for both the program and individual staff members. Third, we use the Child and Youth Care (CYC) Certification process to assess the needs of program staff. All program staff either hold the certification or are working toward the completion of the appropriate level. As staff track their training hours by competency, they can see the areas in which they need additional support.

## 3. Staff Plans

Over the past two years, we have realigned our professional development structure. It is now guided by the Child and Youth Care (CYC) Certification levels. Each staff type has a different CYC Level expectation. Therefore, professional development needs vary by staff type and member, and our plan addresses these diverse needs.

- **Program Director** – The position of Program Director will require the completion of CYC-A – the Associate Level Certification. Our current Program Director is a former classroom teacher. Her strengths are connecting with teachers and integrating the school day and out-of-time learning program to best serve students' academic needs. Her professional development needs are around leadership, management and team building because those are not areas in which she was trained. The PD plan addresses these needs through Core Energy Coaching, Turnkey Modules from the National Afterschool Association (NAA) and the DiSC Leadership Assessment process. These align to each CYC competency so that the Project Director stays current with the certification process.
- **Site Coordinator** – The Site Coordinator position will require the completion of an Entry CYC within the first year of employment, with the expectation of continuing to work toward a CYC-A Certification. The current Site Coordinator's training needs center mostly around Cultural and Human Diversity, which are addressed through training from ADL. In addition, she needs further training in all of the CYC competencies to achieve the Associate Level Certification, which will be provided through the online curriculum from IAN and the NAA, as well as attending the IAN Summit.
- **Direct Service Staff** – Direct Service staff will be required to complete an Entry CYC Certification within the first year of employment. Direct service staff will be served through monthly staff professional development sessions that address each of the CYC

competencies. In addition, direct service staff attend the Back-to-School Retreat, which includes a strand focused on positive discipline and trauma-informed care.

- **School Day Staff** – School day staff include our teacher tutors. We do not require our teacher tutors to earn a CYC Certification because they are credentialed through the Indiana Department of Education in Teacher Licensing. Teachers are part of Professional Learning Community teams that focus on best practice instructional strategies, data analysis, and interventions to meet student needs. Meeting time is embedded in the school day, and teacher tutors also attend after-school PD sessions every other month.

#### 4. Enhancing Quality

Professional development activities will serve to enhance program quality and help the program reach its goals and objectives through close alignment to evaluation results and staff performance evaluation. Data will be analyzed to determine professional development priorities as we develop an annual PD plan. Rather than “random acts of professional development”, our staff will benefit from PD that targets their individual needs. This will ensure that their efforts result in enhanced program quality and the successful achievement of program goals and objectives.

## EVALUATION

### 1. Evaluation.

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Section 8**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, and student achievement data. Data are described in detail in Table 11. **When data will be collected.** Timelines for data collection are included in Table 11. Data will be collected and entered into Cayen based on availability from Perry Central Community Schools (PCCS). The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 11).

**Table 11 Data Sources, Instruments, and Data Collection Timeline**

<b>Data Type/ Collection Timeline</b>	<b>Instrument/Data Source Description and Associated Performance Measures (PM)</b>
<b>Demographics:</b> <i>Ongoing</i>	<b>Cayen:</b> Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
<b>Achievement:</b> <i>Spring (Annually)</i>	<b>Student Report Card Grades (7-12):</b> The evaluation will examine participants' semester report card grades (reading, math). <i>PM: 1.1.1, 1.1.2, 1.2.1, 2.2.1</i>
	<b>Credits Obtained (9-12):</b> The number dual and General Transfer credits obtained during each school year. <i>PM: 1.2.1, 2.2.1</i>
	<b>Graduation Status (12):</b> The number of regularly attending students graduating within six months of their grade-level cohort. <i>PM: 1.2.2</i>
<b>Attendance:</b> <i>Entered weekly and submitted monthly</i>	<b>Cayen:</b> (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
<b>Teacher Perceptions of Student Outcomes:</b> <i>Spring (Annually)</i>	<b>DOE Teacher Survey:</b> This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 2.1.1</i>
<b>Stakeholder Perceptions of Program Quality:</b> <i>November and April (Annually)</i>	<b>Quality Improvement Scale:</b> The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 3.1.1, 3.2.1</i>
<b>Site Observations:</b> <i>Fall and spring (Annually)</i>	<b>IAN Standards-Based Observation:</b> An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.
<b>Completion Records:</b> <i>Spring Annually</i>	<b>Certification and Career Pathway Program Records:</b> Career/workforce recording that track the completion of workforce certifications (e.g. Work Ethic Certification, Additive Manufacturing 3D Printing Certification, MSSC Certifications) and Career Pathway Program completion.

**Use of evaluation data to drive program improvement:** The Program Director and staff, in partnership with DCG, will utilize program evaluation data to make necessary program

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

**2. Local Evaluator**

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

<b>Table 12 – Select Experience</b>
DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.
DCG has served as Indiana’s state evaluator for 21 <sup>st</sup> CCLC since 2018.
DCG staff include a former 21 <sup>st</sup> CCLC Project Director responsible for the management of four state and federal 21 <sup>st</sup> CCLC grants and a former 21 <sup>st</sup> CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 <sup>st</sup> CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 <sup>st</sup> CCLC and is currently partnering with AIR on the statewide evaluation of 21 <sup>st</sup> CCLC in Texas.
DCG staff were on the original IDOE 21 <sup>st</sup> CCLC Advisory Council and are current members of the 21 <sup>st</sup> CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 <sup>st</sup> CCLC Program Evaluation Guidelines, Indiana’s 21 <sup>st</sup> CCLC Teacher Survey, and performance measures framework

Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
DCG staff have experience using the state data collection system (Cayen).

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

Table 13 - 21 <sup>st</sup> CCLC Report Timeline		
Report Type/ Description	Report Date	Required Components

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

**3. Strategies of Measurement**

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

Table 14 – Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
<b>Academic</b>	
Academic Achievement	Academic achievement will be measured using report card grades and high school graduation. Specifically, the evaluation will 1) compare fall and spring grades and identify RAPS who have increased their grade or maintained a B or higher, 2) track dual credit completion, and 3) report on graduation. Academic enrichment and tutoring are key components of the program, and academic improvements are expected for participants.
<b>Social/Behavioral</b>	

Social-Emotional Learning (SEL)	SEL will be assessed using the DOE Teacher Survey. Specifically, the evaluation will focus on responsible decision-making. A variety of SEL and teambuilding activities, such as Empowering Young People lessons from the Anti-Defamation League and lessons from Indiana’s Social Emotional Learning Toolkit, will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes.
College and Career Readiness	College and career readiness outcomes will be assessed using the completion of the General Transfer 30 (i.e., 30 credit hours that satisfying the Statewide Transfer General Education Core), industry recognized workforce certifications, and career pathways. As a college and career readiness priority program, PCCS will include programming that prepares students for college and workforce success, such as work-based learning experiences, dual credit completion and college/career counseling.
<b>Family Engagement</b>	
Family Involvement in Student’s Education at Home	Family engagement will be measured using the Quality Improvement Scale to examine the frequency of parents’ participation in homework review/supervision with their child. Programs will promote family engagement through parent and family events.
Family Involvement with Student’s School	Families’ involvement with their students’ schools will be assessed by the percentage of family members who report attending school-sponsored family events on the parent/caretaker version the Quality Improvement Scale. The program will support the relationship between families and their children’s schools by serving as a convener and liaison for families.

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

The safety of children will be maintained on-site through established safety procedures; adults will be asked to show ID, student files will be consulted, and parents will sign out their students. Daily sign up for the program will take place using a Google Form which exports the data into a Google Sheet. When parents come to Commodores in Action to pick up their child, a part-time assistant will ask for the parent’s identification and will check the child’s registration card to ensure that the person is allowed to pick up the child. Then the assistant will use the intercom to call the room in which the child is working, and the child will come to the office to be picked up. The parent/guardian will sign his/her name and the time he/she leaves. The assistant assigned to the office will receive training in student safety and proper protocol for working with parents/guardians during pick up times. The program will benefit from added safety/security measures that were added in summer 2013, which included a locked-entry, forced sign-in system.

1. Transportation To and From

The program is located at Perry Central Junior-Senior High School, and Perry Central Community School Corporation provides bus transportation to the program daily. Each evening, three bus routes deliver students to their homes or to a drop-off location where they are picked up by a parent. Bus drivers have lists of students they are transporting, and they supervise student pick up. Perry Central is fortunate to have wonderful bus drivers who go above and beyond to ensure students are safe. The Program Director has radio communication with drivers and makes calls to families as needed. The Program Director remains on duty until all students have been delivered.

## 2. Needs of Working Families

The program is offered daily from 7:00 to 8:00 a.m. and from 3:00 to 6:00 p.m in order to meet the needs of working families. Students can be dropped off and/or picked up during these hours as parents travel to and from work. In addition, evening bus routes meet the needs of families who work evenings and are unable to pick up their children from school, which allows their children to participate in after-school programs and athletics. Summer programming also provides transportation to and from school so that transportation is not a barrier for working families.

## 3. On-site Safety

The safety of children will be maintained on-site through established safety procedures. Our program adheres to the safety standards established in the Indiana Afterschool Standards. Performance related to these standards are reviewed by the IN-QPSA team and the local evaluator through site observations. All program staff carry a two-way radio. Daily sign up for the program will take place a Google Form each morning, which will create a Google Sheet on which attendance can be taken. When parents come to the 21<sup>st</sup> CCLC program to pick up their child, they will go through the office, which is staffed until the program ends daily. Office staff will ask for the parent's identification and will check the child's registration card to ensure that the person is authorized to pick up the child. Then office staff will use the two-way radio system to call the room in which the child is working, and the child will come to the office to be picked up. The parent/guardian will sign his/her name and the time he/she leaves. Office staff will receive training in student safety and proper protocol for working with parents/guardians during pick up times.

## 4. Hiring Practices

All staff who apply for employment in the 21<sup>st</sup> CCLC afterschool program will be required to hold minimum qualifications according to the following standards:

- Program Director – Bachelor's degree or higher in education; Valid Teacher's License

- Site Coordinator – Associate’s degree or higher in education or related field or High School Diploma with CYC Certification
- Direct Service – Front Line Staff – High School Diploma and CYC Certification in progress
- Teacher Tutors - Bachelor’s degree or higher in education; Valid Teacher’s License

All prospective employees complete an application that asks for this information, and they are required to submit copies of applicable licenses and certifications. These are reviewed by school administrators and the Program Director.

#### 5. Background Checks

All prospective employees of Perry Central Community School Corporation are required to submit to an expanded criminal history check. Staff who work in the afterschool program also have fingerprinting checks completed. The expanded criminal history check includes an Indiana Department of Child Services CPI check. Criminal history reports are reviewed by the superintendent for all employees, and employment is contingent on a clean background check.

### **BUDGET (15 POINTS; NO NARRATIVE – BUDGET FORM COMPLETED SEPARATELY)**

See budget attachment.

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

- Perry Central Community School Corporation is fiercely dedicated to providing programs for our students, families, and community. Without 21<sup>st</sup> CCLC funding, we would face a serious challenge in sustaining the program at the same level of quality; however, we believe that the partnerships we have developed are the cornerstone of our local capacity to sustain the program. Because of our emphasis on college and career readiness, we have sought and developed partnerships with entities like Ivy Tech, the Center for Excellence in Leadership and Learning (CELL), the Patoka Valley Career and Technical Education Cooperative, and local employers such as Waupaca and CES. Each of these partners has already contributed financially to our program or has pledged to do so if we are funded in Cohort 10. This, along with our commitment to afterschool programming as a critical extension of the school day, increases our capacity to provide a stable, sustainable program.

- We have established the following goal for year one of programming to increase capacity, sustainability and program resources:
  - By the end of the 2021-2022 school year, Perry Central Community School Corporation will have created a non-profit educational foundation to which community members and/or companies can contribute funding. The foundation will include a specified fund for afterschool programming.
    - If achieved, this goal could be a funding source for future years of afterschool programming through an annual campaign to raise funds.
- Perry Central Community School Corporation has a strong tradition of successful grant writing, and we have developed critical partnerships with business and community agencies. Further, we have been fortunate to have stability in our program leadership. The talented and dedicated Program Directors in place at Perry Central build program capacity, enhance the program's reputation, and help in securing needed partnerships.
- In order to identify new grant opportunities, we use the following processes:
  - Participate as members of the Indiana Afterschool Network, which shares information about funding opportunities.
  - Participate as members of the Indiana Youth Services Association, which connects us to new partners and opportunities such as the Youth Service Bureau and ICJI Title II Funds.
  - Network with other 21<sup>st</sup> CCLC grantees through a regional 21<sup>st</sup> CCLC Community of Practice.
  - Participate in various community organizations, such as the Perry County Development Corporation, the Perry County Chamber of Commerce, and Kiwanis Club, to build relationships with other agencies and employers and to secure new partners.
  - Review publications from state and federal education agencies regarding funding opportunities.

## APPLICATION CHECKLIST

<b>Section</b>	<b>Point Value</b>	<b>Maximum Page Limit</b>
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>