

21st Century Community Learning Centers Program

21st CCLC Reviewer Scoring Report – Cohort 10



Applicant Name:	East Washington School Corporation
Proposal Ranking:	23
Average Score	113.1/ 125

Proposal Strengths:

- The application is well developed and adequately described the program and addressed the majority of the required components. The evaluation plan, program design and program implementation plan was detailed.
- Application had a great list of partnerships and signed MOU's for a successful program focused on SEL of this age group. Overall, there was a strong connection with BRS to provide a quality SEL program with the youth data and environment in need. The relationship with the school will be helpful to create a "it takes a village" approach to guide the youth toward higher success rates and overall emotional well-being.
- East Washington School Corporation provided a robust, thorough and impressive application. They were thoughtful in selecting community partners/MOU so that each could contribute their individual strengths to the proposed program. The proposal to provide focused Social Emotional Learning supports and Social Justice curriculum is timely, smart and a courageous undertaking. That is a unique component that many do not consider when creating afterschool curriculum, so I applaud them for recognizing an area of needed improvement and compiling it with improving social emotional competencies. They have strong partners and family counselors to facilitate family and student support which is another strength. Much like was echoed throughout their application, I see why they were awarded funds in Cohort 8 21st CCLC. It was evident there is passion, comprehensive professional development for program staff and immense stakeholder interest and support. Many can often forget about rural communities. However, it was encouraging to see such a supporting and invested school district for the East Washington communities. Safety was a key component as was in the development of a strong evaluation plan. There is no doubt of their investment in this proposed program from their provided plan for evaluating stakeholders, parents, program staff and students. It was a pleasure to read about the powerful and meaningful time, talent, and treasure the program and school staff are tirelessly investing into Eastern High School students. It seems from their current program there has been high support all around, and this project seems that it will compliment current programming well. The applicant remained true to their priority area of SEL throughout their application and portrayed how they will incorporate necessary supports through partners, activities and in providing resources/counseling. The applicant provided great demonstration of how to utilize volunteers and work to their strengths to serve and build the students up, speaking to the importance of self-care for staff and aligning their project assessments with Indiana Academic and Indiana Afterschool Standards.



Proposal Weaknesses:

- Family activities were engagement activities and did not include literacy and other educational opportunities. Professional development did not clearly describe specific trainings, specific staff to attend each training, and a timeline for implementation.
- The cover page was missing Friday as a program day, but Friday was listed as a service day within the application. Biggest concern are the program hours, and transportation. Because it is so rural, how will the students get home who do not drive, and have families traveling there who work far away? Will the 5:30 p.m. end time be too early to help gain more students'/families' needs. Not all youth of this population (even if driving age) will have their own transportation home. Finding out needs before schools starts (at registration) might be more proactive to accommodate needs, rather than waiting until after school starts. Is 7:00 am early enough for parents who need drive to Louisville from this area? Many program hours in rural areas begin at 6:00 a.m. and end at 6:00 p.m. to accommodate families who travel farther and/or have factor jobs early in the morning.
- The applicant utilized great data in their application, and it was evident they completed research beforehand, which always strengthens proposals. However, their emphasis would have only been stronger if they identified data and research each time. Many times, they would introduce data/research with "research identifies or claims or proves..." but did not include the source. Since research was completed, always represent that effort and state the data source in the narrative or in a footnote. There were several sections the applicant did not provide a thorough assessment for all question requirements, resulting in a loss of points. For Program Design, the applicant could have provided stronger assessment strategies – or at least more specifics related to Diehl surveying and overall evaluation related to each program goal. Also, an added strengthen would have been in the assigned program activities and better addressing how each specific one will aid in support of each other rather than just listing all activities. Several sections seemed to repeat information provided that section or from previous ones, which was confusing. Transportation needs/ability/logistics needed more specifics to make a stronger claim in relation to the program schedule/time. The applicant could have provided additional clarity in their weekly schedule as not enough information was known to the reader yet to fill in the blanks/confusions related to content that would be further elaborated on later in the proposal.

Top Areas Where Points Were Lost:

- Professional Development
- Budget
- Need for Project
- Program Design
- Program Communication