



# 21<sup>ST</sup> CCLC

<b>NAME OF LEA OR ORGANIZATION</b>	<b>STEBEN COUNTY LITERACY COALITION</b>
<b>ADDRESS</b>	<b>1208 S WAYNE ST, ANGOLA, IN 46703</b>
<b>COUNTY</b>	<b>STEBEN</b>
<b>NAME OF CONTACT PERSON</b>	<b>BREANN FINK</b>
<b>TITLE</b>	<b>EXECUTIVE DIRECTOR</b>
<b>PHONE NUMBER</b>	<b>260-665-1414</b>
<b>EMAIL</b>	<b>BREANN@STEBENLITERACY.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>BREANN FINK</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>BREANN@STEBENLITERACY.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<b>LAKELAND PRIMARY SCHOOL (#3732)</b>	<b>58%</b>	NOT AVAILABLE DUE TO SCHOOL CONSOLIDATION	<b>25</b>	<b>K-2<sup>ND</sup></b>
<b>LAKELAND INTERMEDIATE SCHOOL (#3739)</b>	<b>56%</b>	NOT AVAILABLE DUE TO SCHOOL CONSOLIDATION	<b>30</b>	<b>3<sup>RD</sup>-6<sup>TH</sup></b>
<b>LAKELAND JR/SR HIGH SCHOOL (#3730)</b>	<b>51%</b>	NOT AVAILABLE DUE TO SCHOOL CONSOLIDATION	<b>20</b>	<b>7<sup>TH</sup>-12<sup>TH</sup></b>
<b>PRAIRIE HEIGHTS MIDDLE SCHOOL (#3688)</b>	<b>50%</b>	<b>B</b>	<b>20</b>	<b>5<sup>TH</sup>-8<sup>TH</sup></b>



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
LAKELAND PRIMARY SCHOOL	1 LEMASTER CIRCLE	LAGRANGE/LAGRANGE
LAKELAND INTERMEDIATE SCHOOL	1055 E 075 N	LAGRANGE/LAGRANGE
LAKELAND JR/SR HIGH SCHOOL	0805 E 075 N	LAGRANGE/LAGRANGE
PRAIRIE HEIGHTS MIDDLE SCHOOL	0395 S 1150 E	LAGRANGE/LAGRANGE

<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>K-12</b>
<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>	<b>STEM</b>
<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>	<b>AFTER-SCHOOL</b>
<b><u>PROGRAM INCOME</u></b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>N</b>



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

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



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- 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



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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.

Steuben County Literacy Coalition  
Applicant Name (LEA or Organization)

Beann Sink  
Authorized Signature

August 11, 2020  
Date

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and Lakeland School Corporation  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and Lakeland School Corporation (LSC)

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

The mission of Lakeland School Corporation is to educate and prepare all students for career and life success

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary, middle and high school students in LaGrange County. Accordingly, SCLC and LSC operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S Wayne St Angola, IN 46703, Tel. 260-665-1414

Dr. Eva Merkel, Superintendent, Lakeland School Corporation, 0825 E 075 N, LaGrange, IN 46761, Tel. 260-499-2400

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality
- Maintain all program records
- Provide required reports to funder

- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

Lakeland School Corporation will provide administrative support to ensure the following:

- Recruit students for the project who are below grade level and/or low-income
- Maintain open communication with other consortium members
- Provide individual student data to the partner applicant to include standardized test scores, attendance records, report cards, teacher surveys and other pertinent information after seeking parental permission
- Adhere to the project design as stated in the proposal
- Interface with the project evaluator to ensure continuous project improvement
- Develop a transportation and safety plan for students
- Provide in-kind support as identified
- Provide assistance in developing annual performance measures
- Participate in quarterly advisory council meetings
- Coordinate with partner organization to provide students with the highest quality of services available
- Market program successes, and
- Seek additional funding to sustain project, if needed

IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021-July 31, 2025 and shall be reviewed annually at the request of one or both parties.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.

Organization \_\_\_\_\_ Lakeland School Corporation \_\_\_\_\_

Name \_\_\_\_\_ Eva G. Merkel \_\_\_\_\_ Date \_\_\_\_\_ 8-7-2020 \_\_\_\_\_

Signature \_\_\_\_\_  \_\_\_\_\_

Organization \_\_\_\_\_ Steuben County Literacy Coalition \_\_\_\_\_

Name \_\_\_\_\_ Breann Fink \_\_\_\_\_ Date \_\_\_\_\_ 8/7/20 \_\_\_\_\_

Signature \_\_\_\_\_  \_\_\_\_\_

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and Prairie Heights Community School Corporation  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and Prairie Heights Community School Corporation (PHCS)

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

The mission of Prairie Heights Community Schools is to excellence in education, preparation for life.

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary and middle school students in Steuben County. Accordingly, SCLC and PHCS operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school and/or before-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S Wayne St Angola, IN 46703, Tel. 260-665-1414

Jeff Reed, Superintendent, Prairie Heights Community Schools, 0305 S. 1150 E., LaGrange, IN 46761, Tel. 260-351-3214, ext 5263

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality



- Maintain all program records
- Provide required reports to funder
- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

Prairie Heights Community Schools will provide administrative support to ensure the following:

- Recruit students for the project who are below grade level and/or low-income
- Maintain open communication with other consortium members
- Provide individual student data to the partner applicant to include standardized test scores, attendance records, report cards, teacher surveys and other pertinent information after seeking parental permission
- Adhere to the project design as stated in the proposal
- Interface with the project evaluator to ensure continuous project improvement
- Develop a transportation and safety plan for students
- Provide in-kind support as identified
- Provide assistance in developing annual performance measures
- Participate in quarterly advisory council meetings
- Coordinate with partner organization to provide students with the highest quality of services available
- Market program successes, and
- Seek additional funding to sustain project, if needed

#### IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021-July 31, 2025 and shall be reviewed annually at the request of one or both parties.

##### Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.


Organization Prairie Heights Community School Corporation

Name Jeff Reed Date 7-29-20

Signature 

Organization Prairie Heights Middle School

Name Andy Arndt Date 7-29-20

Signature 

Organization Steuben County Literacy Coalition

Name Breann Fink

Date 7/29/20

Signature Breann Fink

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and LaGrange Communities Youth Centers  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and LaGrange Communities Youth Centers (LCYC)

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

The mission of LaGrange Communities Youth Centers is to inspire the youth of today to build successful adults for tomorrow.

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary, middle school and high school students in LaGrange County. Accordingly, SCLC and the LCYC operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will provide open communication and leadership to achieve the mission and goals of this partnership. Each will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S. Wayne St  
Angola, IN 46703, Tel. 260-665-1414

Jennifer Martin, Executive Director, LaGrange Communities Youth Centers, 109 E Central Ave, Ste. 6., LaGrange, IN 46761, Tel. 260-463-0334

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality
- Maintain all program records
- Provide required reports to funder
- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

LaGrange Communities Youth Centers agrees to:

- Offer programming support for students in grades 3-12, this may include, but is not limited to support for students that have been suspended or expelled, life-coaching, or enrichment programs at no cost to program participants
- Offer 21<sup>st</sup> CCLC participants the opportunity to participate in summer camps, including, but not limited to, art camp and drama camp
- Offer students the use of 25 Kindle Fire devices for use with program software
- Maintain open communication with other consortium members and participate in SCLC's Educational Consortium Advisory Council
- Adhere to the project design as stated in the proposal
- Interface with the project evaluator to ensure continuous project improvement
- Coordinate with partner organization to provide students with the highest quality of services available, and
- Market program successes

SCLC and the LCYC will combine resources to ensure the students participating in the 21<sup>st</sup> CCLC Program will best benefit from services offered.

Open communication between SCLC, LCYC, school staff, parents, and students will be encouraged to ensure the best possible linkage between the 21<sup>st</sup> CCLC program and the school day. Phone calls, email, letters or face-to-face meetings will be used as needed to make sure the lines of communication remain open and active.

#### IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021-July 31, 2025 and shall be reviewed annually at the request of one or both parties.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.

Organization LaGrange Communities Youth Centers, Inc. (LCYC)

Name Jennifer Martin Date 8-04-2020

Signature Jennifer Martin

Organization Steuben County Literacy Coalition

Name Breann Fink Date 8/4/20

Signature Breann Fink

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and the LaGrange County Juvenile Detention Alternatives Initiative (JDAI)  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and LaGrange County JDAI

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

The mission of LaGrange County Juvenile Detention Alternatives Initiative is to enhance and improve the juvenile justice program in LaGrange County.

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary, middle school and high school students in LaGrange County. Accordingly, SCLC and JDAI operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will provide open communication and leadership to achieve the mission and goals of this partnership. Each will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S. Wayne St  
Angola, IN 46703, Tel. 260-665-1414

Randy Merrifield, JDAI Coordinator, LaGrange County JDAI, randymerrifield@yahoo.com

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality
- Maintain all program records
- Provide required reports to funder
- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

LaGrange County JDAI agrees to:

- Offer programming support for students in grades 3-12, this may include, but is not limited to support for students that have been suspended or expelled, life-coaching, or enrichment programs at no cost to program participants
- Maintain open communication with other consortium members and participate in SCLC's Educational Consortium Advisory Council
- Adhere to the project design as stated in the proposal
- Interface with the project evaluator to ensure continuous project improvement
- Coordinate with partner organization to provide students with the highest quality of services available, and
- Market program successes

SCLC and the LaGrange County JDAI will combine resources to ensure the students participating in the 21<sup>st</sup> CCLC Program will best benefit from services offered. Open communication between SCLC, LaGrange County JDAI, school staff, parents, and students will be encouraged to ensure the best possible linkage between the 21<sup>st</sup> CCLC program and the school day. Phone calls, email, letters or face-to-face meetings will be used as needed to make sure the lines of communication remain open and active.

#### IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021-July 31, 2025 and shall be reviewed annually at the request of one or both parties.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.

Organization JDAI

Name Randy Merrifield Date 8-11-2020

Signature Randy Merrifield

Organization Steuben County Literacy Coalition

Name Breann Fink Date 8/11/20

Signature Breann Fink

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and Armstrong Consulting Group  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and Armstrong Consulting Group (ACG)

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

The staff of Armstrong Consulting Group will work as a team to establish a safe, educational climate that will provide efficient and high quality programs which produce responsible citizens and lifelong learning skills.

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary and middle school students in Steuben County. Accordingly, SCLC and Armstrong Consulting Group operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S. Wayne St  
Angola, IN 46703, Tel. 260-665-1414



Kathleen Armstrong, Principle, Armstrong Consulting Group, 314 W Broad St., Angola, IN 46703, Tel. 260-316-3633

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality
- Maintain all program records
- Provide required reports to funder
- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

Armstrong Consulting Group will:

- Provide evaluation services
- Provide staff development
- Adhere to the project design as stated in the proposal
- Interface with the program staff to ensure continuous project improvement and regular school year program, as needed.
- Coordinate with partner organization to provide students with the highest quality of services available, and
- Market program successes

SCLC and Armstrong Consulting Group will combine resources to ensure the students participating in the 21<sup>st</sup> CCLC Program will best benefit from services offered.

Open communication between SCLC, Armstrong Consulting Group, school staff, parents, and students will be encouraged to ensure the best possible linkage between the 21<sup>st</sup> CCLC program and the school day. Phone calls, email, letters or face-to-face meetings will be used as needed to make sure the lines of communication remain open and active.

#### IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021- July 31, 2025 and shall be reviewed annually at the request of one or both parties.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.

Organization Armstrong Counseling Inc.

Name Kathleen Armstrong Date 7/20/20

Signature [Handwritten Signature]

Organization Steuben County Literacy Coalition

Name Breann Fink Date 7/20/20

Signature [Handwritten Signature]

*Memorandum of Understanding*  
Between  
The Steuben County Literacy Coalition and Trine University  
For Application to  
The 21<sup>st</sup> Century Community Learning Center Project

This Memorandum of Understanding (MOU) establishes an agreement between the Steuben County Literacy Coalition (SCLC) and Trine University

I. MISSION

The mission of the Steuben County Literacy Coalition shall be to foster lifelong learning and improved literacy skills through accessible educational opportunities and information for adults and children in Steuben County.

Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve.

Together, the Parties enter into this Memorandum of Understanding to mutually promote and support the 21<sup>st</sup> Century Community Learning Center initiative for elementary and middle school students in Steuben and LaGrange County. Accordingly, SCLC and Trine University operating under this MOU agree as follows:

II. PURPOSE AND SCOPE

- a. To create a community learning center through a consortium organized for the purpose of increasing individual student (K-12) and school-wide success;
- b. Provide academic enrichment in reading and math for students in low-performing schools or for those in Title 1 schools through after-school programming;
- c. Offer a broad array of additional enrichment services, and
- d. Offer services to participating students' families.
- e. Provide all other services as prescribed and adhere strictly to the guidelines as described in the 21<sup>st</sup> Century Community Learning Center application document.

III. RESPONSIBILITIES

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Breann Fink, Executive Director, Steuben County Literacy Coalition, 1208 S Wayne St Angola, IN 46703, Tel. 260-665-1414

Kyle Aldrich, Associate Director of Financial Aid, Trine University, 1 University Ave, Angola, IN 46703, Tel. 260-665-4456

Steuben County Literacy Coalition will provide administrative support to ensure the following:

- Hire and train all project staff and volunteers
- Act as fiscal agent for the project
- Maintain a strict code of confidentiality
- Maintain all program records

- Provide required reports to funder
- Interface with the project evaluator to ensure continuous project improvement
- Hold quarterly advisory council meetings
- Market program successes, and
- Seek additional funding to sustain project

Trine University will provide administrative support to ensure the following:

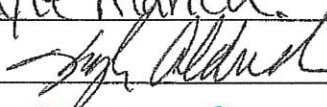

- Provide funding for work-study tutors
- Maintain open communication with other consortium members
- Adhere to the project design as stated in the proposal
- Provide in-kind support as identified
- Participate in quarterly advisory council meetings
- Coordinate with partner organization to provide students with the highest quality of services available, and
- Market program successes

IV. TERMS OF UNDERSTANDING

The term of this MOU is for the grant period to run July 1, 2021-July 31, 2025 and shall be reviewed annually at the request of one or both parties.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to the development of the project described herein.

Organization Trine University  
 Name Kyle Aldrich Date 8/5/20  
 Signature   
 Organization Steuben County Literacy Coalition  
 Name Breann Fink Date 8/5/20  
 Signature 



## **I. PROJECT ABSTRACT**

The Steuben County Literacy Coalition (SCLC), a community-based non-profit, is the applicant for this 21<sup>st</sup> CCLC grant, in partnership with Lakeland School Corporation (LSC) and Prairie Heights Community Schools (PHCS) (both located in LaGrange County). Schools to be served by this grant include: Lakeland Primary School, Lakeland Intermediate School, Lakeland Jr/Sr. High School and Prairie Heights Middle School. None of the schools in Lakeland School Corporation have ever been served by a 21<sup>st</sup> CCLC grant. Prairie Heights Middle School previously held a program during Cohort 5 only. Both corporations have a greater than 40% free and reduced lunch status. Additionally, Lakeland Schools received a D rating for their elementary and middle schools in 2019. (These ratings occurred prior to school consolidation that went into effect for the 2019-2020 school year.) For the 2018-2019 school year, Lakeland School Corporation had just an 80.8% graduation rate (which is well below the state average). Eight percent of high school students that did not graduate were dropouts. According to INview, only 39.9% of students were proficient in English/Language Arts and only 44.3% proficient in math corporation-wide. Prairie Heights Community Schools had an improved 92.9% graduation rate. However, PHMS had only a 41.2% proficiency rate for English/Language Arts and only a 34.8% proficiency rate for math during the 2018-2019 school year.

This project will serve 90 total students in grades K-12 who are predominantly low income and performing below grade level. Programming will be offered after school, Monday-Thursday until 6 pm. Transportation will be available to all participants at no cost.

SCLC's priority area is STEM and will offer students several opportunities to participate in STEM activities of their choice. The program has been carefully designed to align with each school's improvement plan, the Indiana Academic Standards, as well as the Indiana Afterschool

Standards. All schools have assisted in drafting the program goals and performance measures for this application.

The program will meet for 36 weeks per year, Monday-Thursdays after school until 6 pm. SCLC also offers summer camps that are free to all students (Kindergarten Readiness, Space Camp and Drama Camp). Additionally, community partners in LaGrange County offer free summer camps that will be open and available to all participants.

Some of the research-based curricula used in BASE (Best After School Enrichment) Camp includes: Imagine Math, BrainPop/BrainPop Jr, FIRST Lego (Jr, FLL and First Tech Challenge), Reading Eggs/Eggspress, MathSeeds and MyON. Training will be available for these instructional tools to ensure that the curricula are being maximized. Specific curricula training will occur in the summer of 2021 during staff orientations prior to program onset. All of these curricula have been used in the past by Cohort 8 and 9 staff and many are willing to help mentor new staff members from Cohort 10.

Management staff for the 21<sup>st</sup> CCLC program includes: Breann Fink (Executive Director) and Amy Crawford (Program Director) who have had leadership roles with SCLC's 21<sup>st</sup> CCLC programs since 2009 and 2017, respectively. Additionally, SCLC's Volunteer Coordinator/Bookkeeper, Amber Farnham has worked with SCLC's 21<sup>st</sup> CCLC programs since 2010. These individuals, as well as some veteran site coordinators from SCLC's Cohort 8 and 9 sites will ensure staff-wide understanding of 21<sup>st</sup> CCLC program goals and these individuals can help facilitate excellent communication with schools, students and participant families.

Armstrong Consulting has been our external program evaluator since 2012 and is also an invaluable resource, providing staff training and facilitating focus groups, as well as providing evaluation services.

## **II. PROGRAM QUALIFICATION**

Steuben County Literacy Coalition (SCLC) is the applicant for this 21<sup>st</sup> CCLC grant, with Lakeland School Corporation (LSC) and Prairie Heights Community Schools (PHCS).

1. Minimum Criteria: All schools in this application have a greater than 40% free and reduced lunch status. Additionally, Lakeland schools received a D rating for their elementary and middle schools in 2019. (These ratings occurred prior to school consolidation.)
2. Origin of Partnership: SCLC, along with all Steuben County school corporations and other community partners, formed an educational consortium in 2000 to provide guidance for family literacy programs. In 2005, the consortium expanded its purpose to oversee early literacy programming, and in 2009 added after school programs. PHCS is already involved in this consortium and there are open lines of communication to work together to best serve students that are at-risk. Lakeland School Corporation is in LaGrange County and SCLC began discussions about a partnership in the spring of 2020. Though the partnership with LSC is new, communication has been positive and the potential impact through this partnership is great. LSC will join the consortium and attend meetings quarterly. 21<sup>st</sup> CCLC programs do not currently exist in LaGrange County (with the exception that some students attending PHCS live in LaGrange County).
3. Priority Area: SCLC provides year-round hands-on STEM programming. Throughout the year, students at all new sites will have several opportunities to participate in STEM activities of their choice. First, each school will have an age appropriate *FIRST Lego League* team (*FIRST Lego League* for grades 4-8, *Jr. FIRST Lego League* for grades 1-3, or *FIRST Tech Challenge* for grades 7-12). All students will participate in hands-on



STEM activities throughout the year, tailored to the specific age group that is present. SCLC believes that STEM is extremely beneficial and has also designed a summer camp program, Steuben Space Academy, in coordination with the Steuben County Parks Department that has been running since 2014 and will continue. This camp is free for all students and is partially funded through Cohort 9 21<sup>st</sup> CCLC funds. All 21<sup>st</sup> CCLC students will also have access to MathSeeds and BrainPop online softwares. These programs are research and standards-based, age appropriate, and can be used at school and at home. All students will utilize STEM curricula for a minimum of three hours per week throughout the 4-year grant cycle. Many students will spend far more than three hours, depending on the clubs selected through student choice.

All staff members will participate in professional development related to STEM. This will include PD specifically for software used at each site, as well as general STEM enrichment.

### **III. PRIORITY POINTS**

Lakeland School Corporation has never received 21<sup>st</sup> CCLC funding.

### **IV. NEED FOR PROJECT**

1. **Data Evidence:** According to the Indiana Youth Institute (IYI), in 2018, 16% of youth under 18 in Steuben County were living in poverty, an increase from just 10% in 2002. IYI reports that 11.2% of youth under 18 were living in poverty in LaGrange County in 2018. For the 2018-2019 school year, Lakeland School Corporation had just an 80.8% graduation rate (which is well below the state average). Eight percent of high school students that did not graduate were dropouts. According to INview, only 39.9% of students were proficient in English/Language Arts and only 44.3% proficient in math

corporation-wide. Prairie Heights Community Schools had an improved 92.9% graduation rate for the 2018-2019 school year. However, PHMS had only a 41.2% proficiency rate for English/Language Arts and only a 34.8% proficiency rate for math during the 2018-2019 school year. Both school corporations have a high free and reduced lunch rate. According to the Office of School and Community Nutrition at IDOE, LSC has a 54.7% free/reduced lunch rate overall and the rate for PHMS is 49.6%. The ethnic composition of LSC is as follows, White: 73.9%, Black: 0.9%, Native American: 0.2%, Asian: 0.9%, Hispanic: 20.7%, and Multi-Racial 3.3%. PHMS is as follows: White: 90.1%, Black: 0.9%, Native American: 1.1%, Asian: 0.2%, Hispanic: 4.5%, and Multi-Racial 3.1%.

2. Current Programming: Lakeland Primary School currently offers LatchKey services for families after school, but programming is not academic. Lakeland Intermediate School offers a robotics club and Lakeland Jr./Sr. High School offers sports, and a few academic clubs. Study tables are occasionally scheduled by coaches at Lakeland Jr./Sr. High. Prairie Heights Middle School offers a homework club twice per week, a gaming club twice per week and three drama productions per year. These clubs include between five and thirty students each.

BASE Camp programming will offer students the opportunity to receive homework help, participate in academic enrichment activities, student led clubs, and more that are all academically focused.

3. Enhance or Expand: BASE Camp will partner with existing programs at schools in Cohort 10, whenever possible. 21<sup>st</sup> CCLCs will be offered Monday-Thursday each week of the school year, providing consistent academic opportunities for students. We are

aware that students may choose to participate in Boy/Girl Scouts, school plays, sports, etc. These activities often only last for a short time after school, so students can then return to BASE for a snack, homework help, and bus transportation home. We will partner with the Gaming Club at PHMS on Tuesdays and Thursdays to serve the 10-25 students that participate. Students will receive a snack and transportation home, and will participate in academic-focused activities led by PHMS staff. We will coordinate with coaches of all sports teams to help ease the burden of late practices and make sure students are participating in academic activities and are staying safe at school instead of wandering the streets unsupervised. Bussing will offer the opportunity for more students to participate because many families cannot transport their students during after school hours due to work or a lack of reliable transportation.

4. Identified Needs: All of the partners of this grant have been involved in the process of assessing service needs. The LaGrange Communities Youth Centers organization has served the LaGrange community since 2006 and has created programs based on student and family needs in the community. The LaGrange community does not have a physical youth center, therefore the schools are the only place where students can gather for programming. LaGrange County Parks and Recreation offers summer camps for students, based on a need for students to have access to summer programming. Prairie Heights Community Schools also is the only local “gathering place” for youth programming. There is not a town of substantial size that is served by the corporation, so the school becomes the “community center”. PHCS has cited a significant need for a safe place for students to gather after school. 21<sup>st</sup> CCLC programming will help to fill the gaps in both

communities. Parents and youth from both corporations have voiced a need for quality afterschool programming.

## **V. PARTNERSHIPS**

1. **Project Collaboration:** SCLC is dedicated to providing the best educational experience possible to students of the schools participating in the 21<sup>st</sup> CCLC program. Our community is committed to collaboration and both school corporations involved in the application, (including superintendents and building administrators), plus other stakeholders, meet quarterly to support, monitor, and evaluate educational programming provided by SCLC. The proposed project includes these partners that will contribute to the program: Prairie Heights Community Schools (facilities, equipment, buses, and other in-kind support), Lakeland School Corporation (facilities, equipment, buses, and other in-kind support), LaGrange Communities Youth Centers (in-kind programming support), LaGrange County JDAI (in-kind programming support), Armstrong Consulting Group (evaluation and professional development), and Trine University (volunteers and work study students). The table below summarizes the type of contributions from each collaborator.

<b>Partner</b>	<b>Partner Role and Resources</b>
Lakeland School Corporation	Full facility access, advisory support, in-kind support, student transportation, equipment use, and staff development
Prairie Heights Community Schools	Full facility access, advisory support, in-kind support, student transportation, equipment use, and staff development
Steuben County Literacy Coalition	Administrative support for 21 <sup>st</sup> CCLC

Collaborator	Collaborator Role and Resources
LaGrange Communities Youth Centers	Offer programming support for kids in grades 3-12, this may include but is not limited to, support for students that have been suspended or expelled, life-coaching, or enrichment programs, as well as summer camps.
LaGrange County JDAI	Provide events for middle and high school youth pertaining to making good choices, peer pressure, and connecting with the community
Armstrong Consulting Group	Provide program evaluation and staff development
Trine University	Provide work study funding to hire students. Some students also participate in programs as volunteers through regular coursework.

2. Identifying Partners: Many of the partners and collaborators for this project have been involved with the SCLC for many years. Through the educational consortium, members have shared their resources to help mold the 21<sup>st</sup> CCLC program and meet the program's needs and goals. The program director has sought out individuals from partnering agencies and held discussions with each to make sure that the needs of students can best be met. Services do not stop at educational services, but also include health, mentoring, character development and support.

The partnership with Lakeland School Corporation began in 2020 after a discussion with the corporation's superintendent, and every building administrator. There was a unanimous agreement that 21<sup>st</sup> CCLC could greatly benefit the corporation's students. The corporation will offer space, transportation, equipment use, staff development and advisory support to the program. Additional partners with youth serving organizations that serve the LaGrange Community have been added. MOUs are attached.

3. Volunteers: SCLC has a partnership with Trine University and students have volunteered in 21<sup>st</sup> CCLC programs since Cohort 4. Some students are work study, but others are just looking for volunteer opportunities. College students bring valuable knowledge to the after school programs and many lead clubs, or teams (such as robotics) that are linked to their field of study. College students also are positive role models that help the students in our program to understand the value of higher education. All students receive a background check and sex offender registry check prior to working with children.

Other volunteers include high school students that are participating in National Honor Society, or parents and family members of students. These volunteers typically assist with field trips or large family events that are conducted at program sites.

## **VI. PROGRAM DESIGN**

1. Recruitment Criteria: Prior to the conclusion of the 2020-2021 school year, building administrators and/or classroom teachers will identify students selected for the program. Selection is prioritized based on classroom, state and local standardized test performance. School staff will send a letter home or call the parent(s) to state that the child has been selected for the program. This initial contact will describe the program, discuss benefits and expectations (regular attendance and behavior) and inform parents about next steps (i.e., parent orientation). After this is complete, the list of referred students is given to the site coordinator. This process is repeated until the program is at capacity. Families will be invited to monthly parent events and receive information about other educational opportunities that are available to family members of 21<sup>st</sup> CCLC participants. Site coordinators will also attend back to school nights, school registration days and other school sponsored events where students can be recruited.

The proposed 21<sup>st</sup> CCLC programs seek to attract a variety of students to the program and are intent upon providing equitable access to all participants. SCLC shall strive to achieve a racial and ethnic balance among its pupils/families and staff that is reflective of the general population residing within the school districts. SCLC recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination. Students shall be considered for admission without regard to race, ethnicity, color, national origin, gender, disability or sexual orientation.

SCLC will provide children and parents with disabilities with an equal opportunity to participate in their programs and services. SCLC shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

Further, SCLC will adopt a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation including, but not limited to, one-to-one tutoring.

- a. Schools in this application that will serve economically disadvantaged youth include: Lakeland Primary School, Lakeland Intermediate School, Lakeland Jr/Sr High School, and Prairie Heights Middle School.
2. Community Data: According to the Indiana Youth Institute (IYI), in 2018, 16% of youth under 18 in Steuben County were living in poverty, an increase from just 10% in 2002. IYI reports that 11.2% of youth under 18 were living in poverty in LaGrange County in 2018. For the 2018-2019 school year, Lakeland School Corporation had just an 80.8% graduation rate (which is well below the state average). Eight of high school students that did not graduate were dropouts. According to INview, only 39.9% of students were proficient in English/Language Arts and only 44.3% proficient in math corporation-wide. Prairie Heights Community Schools had an improved 92.9% graduation rate. However, PHMS had only a 41.2% proficiency rate for English/Language Arts and only a 34.8% proficiency rate for math during the 2018-2019 school year. Both school corporations have a high free and reduced lunch rate. According to the Office of School and Community Nutrition at IDOE, LSC has a 54.7% free/reduced lunch rate overall and the rate for PHMS is 49.6%.
3. Parental Involvement: Since Cohort 4, SCLC has made it a focus of all 21<sup>st</sup> CCLC programs to be intentional about parental involvement. Staff are always involved in efforts to increase parent involvement and participation at after school sites because research shows that family involvement in school is a key indicator to student success. Families (parents and students together) will have the opportunity to participate in monthly family education classes like: martial arts, science night, photography, cooking, scrapbooking, art, and more. These family educational opportunities will help us in our



commitment to connect families with resources available in our community to improve a family's overall quality of life. These educational opportunities will expose families to library resources, nutrition resources, local experts in the arts, and opportunities to have fun as a family, while improving the student's academic resources. Families will be surveyed to determine what educational opportunities are of most interest and also what times work best for their family. In addition to working to improve parent involvement, SCLC has a 33 year history of providing educational opportunities based on identified need to the community. The organization is able to create seamless transitions, make referrals and recruit participants from their existing and former client base. Other SCLC programs available to the community are: an early literacy pull-out program delivered at area schools, in-school literacy programs at the elementary school level, mentoring and tutoring programs, summer camp programs and adult education classes (high school equivalency and English classes-available through community partners). Through good data management, administrative staff can easily inform current and former learners of new educational opportunities. While none of the educational programs listed above are funded through 21<sup>st</sup> CCLC funds, the families of all 21<sup>st</sup> CCLC participants have the opportunity and information needed to participate in these programs.

Armstrong Consulting will facilitate focus groups at each program site to determine what community needs are not being met, what parent and/or child expectations are not being met, and help find solutions to these areas in need of improvement. Family literacy opportunities for the Cohort 10 target population are especially beneficial because the opportunity to learn as a family is often limited because poverty is a barrier to

participation for these families. All program staff members are committed to program quality improvement.

4. Snacks and/or Meals: All sites will participate in the Child and Adult Food Care Program (CACFP). All current SCLC after school programs in both Cohorts 8 and 9 participate in CACFP. All four program sites in Cohort 10 will also participate. The strict nutritional guidelines ensure that 21<sup>st</sup> CCLC participants receive healthy and balanced snacks daily. The program director plans the monthly menu and orders after school snacks to be delivered to each site, where they are stored in a clean and dry place until use. Staff is trained to follow CACFP procedures regarding sanitation, distribution of snacks, and meal counts.

5. Weekly Schedule:

<b>BASE Camp Schedule-Prairie Heights Middle School</b>			
	<b>Total Number of Hours</b>	<b>After School Activities</b>	<b>Program Specifics</b>
<b>Monday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Literacy Focused Activities</b></li> </ul>	myON, Reading Eggs/Eggspress, Reader's Theatre, BrainPop.
<b>Tuesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Math Focused Activities</b></li> </ul>	Mathseeds, BrainPop, Imagine Math
<b>Wednesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Science Focused Activities</b></li> </ul>	CSI, Entomology, Hydroponics, Drones, Brain Pop
<b>Thursday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Student led-Club Choice</b></li> </ul>	Lego Robotics, Cooking, Martial Arts, Pottery, Drama

<b>BASE Camp Schedule-Lakeland Primary School</b>			
	<b>Total Number of Hours</b>	<b>After School Activities</b>	<b>Program Specifics</b>
<b>Monday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Literacy Focused Activities</b></li> </ul>	myON, Reading Eggs/Eggspress, Reader's Theatre, BrainPop, ABC Mouse, BrainPop, Jr
<b>Tuesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Math Focused Activities</b></li> </ul>	Mathseeds, BrainPop, BrainPop Jr., ABC Mouse
<b>Wednesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Science Focused Activities</b></li> </ul>	CSI, Entomology, Hydroponics, Drones, BrainPop, BrainPop, Jr., Gardening
<b>Thursday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Student led-Club Choice</b></li> </ul>	Lego Robotics, Cooking, Martial Arts, Pottery, Drama

<b>BASE Camp Schedule-Lakeland Intermediate School</b>			
	<b>Total Number of Hours</b>	<b>After School Activities</b>	<b>Program Specifics</b>
<b>Monday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Literacy Focused Activities</b></li> </ul>	myON, Reading Eggs/Eggspress, Reader's Theatre, BrainPop,
<b>Tuesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Math Focused Activities</b></li> </ul>	Mathseeds, BrainPop, Imagine Math
<b>Wednesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> </ul>	CSI, Entomology, Hydroponics, Drones, BrainPop, Gardening

		<ul style="list-style-type: none"> <li>• <b>Science Focused Activities</b></li> </ul>	
<b>Thursday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Student led-Club Choice</b></li> </ul>	Lego Robotics, Cooking, Martial Arts, Pottery, Drama

<b>BASE Camp Schedule-Lakeland Jr/Sr High School</b>			
	<b>Total Number of Hours</b>	<b>After School Activities</b>	<b>Program Specifics</b>
<b>Monday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Literacy Focused Activities</b></li> </ul>	myON, BrainPop,
<b>Tuesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Math Focused Activities</b></li> </ul>	Mathseeds, BrainPop, Imagine Math
<b>Wednesday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Science Focused Activities</b></li> </ul>	CSI, Entomology, Hydroponics, Drones, Gardening
<b>Thursday</b>	<b>3 hours</b>	<ul style="list-style-type: none"> <li>• <b>Homework Help</b></li> <li>• <b>Student led-Club Choice</b></li> </ul>	Lego Robotics, Cooking, Martial Arts, Pottery, Drama

<b>BASE Camp Summer Programming</b>		
	<b>Total Hours</b>	<b>Summer Activities</b>
<b>Monday</b>	<b>4 hours</b>	<ul style="list-style-type: none"> <li>• <b>K Camp for incoming Kindergarten students that tested "at-risk"</b></li> <li>• <b>Steuben's Got Drama</b></li> <li>• <b>Steuben Space Academy</b></li> </ul>

<b>Tuesday</b>	<b>4 hours</b>	<ul style="list-style-type: none"> <li>• <b>K Camp for incoming Kindergarten students that tested "at-risk"</b></li> <li>• <b>Steuben's Got Drama</b></li> <li>• <b>Steuben Space Academy</b></li> </ul>
	<b>4 hours</b>	<ul style="list-style-type: none"> <li>• <b>K Camp for incoming Kindergarten students that tested "at-risk"</b></li> <li>• <b>Steuben's Got Drama</b></li> <li>• <b>Steuben Space Academy</b></li> </ul>
<b>Thursday</b>	<b>4 hours</b>	<ul style="list-style-type: none"> <li>• <b>K Camp for incoming Kindergarten students that tested "at-risk"</b></li> <li>• <b>Steuben's Got Drama</b></li> <li>• <b>Steuben Space Academy</b></li> </ul>
<b>Friday</b>	<b>4 hours</b>	<ul style="list-style-type: none"> <li>• <b>K Camp for incoming Kindergarten students that tested "at-risk"</b></li> <li>• <b>Steuben's Got Drama</b></li> <li>• <b>Steuben Space Academy</b></li> </ul>
<b>Total Program Days per Year</b>	<ul style="list-style-type: none"> <li>• <b>K Camp: 16</b></li> <li>• <b>Steuben's Got Drama: 10</b></li> <li>• <b>Steuben Space Academy: 20</b></li> </ul>	

6. Alignment to Standards: All sites will make full use of the Indiana Academic Standards when planning instruction. Alignment with the standards and each school's improvement plan will ensure that the after school program is supporting classroom instruction to the fullest extent possible. Each after school coordinator will rely on the building principal or curriculum director to provide an overview of math, language arts and science standards that will be taught each nine weeks. Weekly lesson plans created by each site's coordinator require standard's alignment with all activities including enrichment and field trips. Regular communication with each child's classroom teacher will also provide alignment between regular school day and after school. Rigorous homework help and Indiana Academic Standards aligned curricula used in the after school setting is a further

measure to guarantee alignment. SCLC utilizes the Indiana Afterschool Standards (including both the Power Standards and the STEM Standards) to guide all aspects of programming. Site level staff complete the IN-QPSA annually and create action plans based on any areas of improvement that are found.

7. Staff Recruitment and Retention: BASE Camp staff will first be recruited from school staff, as experience has shown that strong programs have a significant connection to the school day. SCLC has always been and always will be an equal opportunity employer that strives to maintain diversity among its staff and board members. When SCLC is hiring, job posting notifications will be shared online and through our community partners. Job postings will also be shared with the families of participants, as they have often proven to be the best hiring assistants because they have a vested interest in the quality of the program. SCLC will recruit and hire qualified individuals that culturally, linguistically and racially represent the youth enrolled in BASE Camp 21<sup>st</sup> CCLC programs.

Professional development activities will be scheduled throughout the school year for staff members. For example, this school year (2020-2021) includes a staff orientation, specialized STEM training from Hooked on Science, Crisis Prevention Intervention (CPI) Training, CPR/First Aid Training, training modules for online curricula, and an abundance of opportunities for webinars related to: best practices, diversity and inclusion, program safety and quality, social/emotional learning, and virtual learning resources. All site coordinators participate in monthly meetings to discuss needs and problem solve with peers, while also focusing on program data requirements and ensuring that program quality is emphasized throughout all activities.

<b>Site Level Position</b>	<b>Wage</b>	<b>Justification</b>
Site Coordinator	\$16-\$23/hr	Wages are based on experience and education. Licensed teachers receive higher wages. These wage rates are consistent with other paid "enrichment" positions in local schools.
Assistant Site Coordinator	\$16-\$18/hr	Wages are based on experience and education. Assistant site coordinators are not hired for every site, only when needed due to student enrollment or staff availability.
Instructional Assistant	\$9-\$12/hr	Wages are based on experience and education. A minimum of a ParaPro certification is required, and wages are consistent with the local school corporations.

**VII. EVIDENCE OF PREVIOUS SUCCESS:**

The Steuben County Literacy Coalition began 21<sup>st</sup> Century Community Learning Center programming in 2009 in Cohort 4 with seven elementary sites. Three middle school sites were added in 2010 with Cohort 5. While outcomes during the first few years were good, and in many cases meeting or surpassing short term performance measures, the past several years of programming have yielded significant outcomes.

The Steuben County Literacy Coalition, with its strong leadership and commitment to program improvement, has demonstrated exceptional success in enrollment, retention and student academic gains. An intentional approach to professional development with evidence-based professional development plans based on identified strengths and weaknesses, as well as staff requests, strong alliances with each site's regular school-day teachers and administrators, and a commitment to IN-QPSA standards have resulted in substantial student gains and youth, parent and stakeholder satisfaction.

**Recruitment and Retention:**

The following chart provides information about recruitment, retention, and attendance. Data was managed from reports through the 2018-2019 program year. Data for 2019-

2020 has not yet been aggregated by cohort but the proposed number of RAPs was 175. The number of proposed students for 2019-2020 was 210. A total of 432 students registered and 339 or 78% became active.

Cohort 7 with three sites	2014-15	2015-16	2016-17	2017-18
<b>Proposed</b>	85	85	85	85
<b>Registered</b>	274	231	249	227
<b>30 to 60 days</b>	206	134	87	76
<b>61 days +</b>	152	103	69	75
<b>Rate of Retention*</b>	75%	58%	35%	67%

\*RAPs with 30 or more days

Cohort 8 with four sites	2017-18	2018-19
<b>Proposed</b>	100	100
<b>Registered</b>	132	169
<b>30 to 60 days</b>	110	151
<b>61 days +</b>	25	46
<b>Rate of Retention</b>	83%	89%

\*RAPs with 30 or more days

Cohort 9 with three sites	2018-19
<b>Proposed</b>	110
<b>Registered</b>	174
<b>30 to 60 days</b>	143
<b>61 days +</b>	92
<b>Rate of Retention</b>	82%

**Monitoring Visit Results:**

The most recent monitoring visit was conducted on 10/17/18 at Hamilton Elementary School. Hamilton became a 21<sup>st</sup> CCLC site in 2009 in Cohort 4. All quality indicators were met. See site visit notes below

- ✓ *Staff was respectful to youth and engaged in a welcoming way. Staff greeted youth by name and identified appreciation for tasks completed.*
- ✓ *Staff encouraged youth to problem solve and helped where needed. Staff used resources available to guide youth into learning.*
- ✓ *Staff have designed a very collaborative space as well as set appropriate limits for behavior and engagement. Youth were collaborative and encouraged to work together.*
- ✓ *Space was appropriate and youth centered. Supplies were in appropriate places and easily accessible to youth and staff.*
- ✓ *Program design promotes academic growth and has appropriate space for academic needs. Enrichment activities connect traditional academics and real-life application. Program consistent with standards.*



- ✓ *Staffing structure is appropriate for program capacity. Staff are qualified and meet regularly. Training is encouraged as a year-round practice, including web-based and in-person opportunities.*
- ✓ *Program is designed to meet the number of hours per week, though those hours are temporarily varied due a change in schedule out of programs control. Program ratios are appropriate and services are in place for those that need it. Communication with parents is effective, program operates in accordance with their application.*
- ✓ *Evaluator is secured and very engaged—significant ties to the community as well as the organization.*
- ✓ *Grantee spoke to sustainability as a challenge—funding is and can be acquired to help sustain aspect of the program however, total sustainability would be a challenge due to lack of community resources overall.*
- ✓ *Grantee has an active advisory board and numerous beneficial partnerships.*
- ✓ *Grantee safety plans are completed and regularly practices. Pick up/drop off procedures are appropriate.*

**Academic Outcomes:**

The charts below demonstrate progress toward academic measures for after school sites (Cohorts 7, 8 and 9) for the past two years. The STPM for standardized assessments for 2017-2018 school-year state that the spring proficiency rate for X portion of X assessment will increase from fall proficiency rate by **8%** for RAPs. The STPM for standardized assessments for 2018-2019 school-year state that **20%** of RAPs will demonstrate growth on the X portion of the local school’s standardized assessment. Note that all STPMs related to local assessment improvement from fall to spring were met or surpassed for both years.

Local assessment STPMs 2017-2018			Local assessment STPMs 2018-2019		
Site	E/LA	Math	Site	E/LA	Math
Fremont Middle	11%	18%	Fremont Middle	25%	20%
Fremont Elem	18%	22%	Fremont Elem	26%	55%
Hamilton Elem	74%	77%	Hamilton Elem	26%	36%
Angola Middle	25%	23%	Angola Middle	41%	44%

<b>Carlin Park Elm</b>	41%	36%	<b>Carlin Park Elm</b>	58%	56%
<b>Hendry Park Elm</b>	33%	50%	<b>Hendry Park Elm</b>	59%	67%
<b>Prairie Heights Elm</b>	82%	89%	<b>Prairie Heights Elm</b>	87%	65%

The 2017-2018 STPM for academic improvement as demonstrated by classroom grades stated that 30% of RAPs will demonstrate growth in X content area from fall to spring. The 2018-2019 STPM for academic improvement as demonstrated by classroom grades stated that 25% of RAPs will demonstrate improved classroom grades from fall to spring. This number includes those who are at the highest grade available in the fall and showed no decline. Data provided is for grades using an A-F or 1-5 grading scale only.

Improved classroom grades STPMs 2017-2018				Improved classroom grades STPMs 2018-2019			
Site	E/LA	Math	Science	Site	E/LA	Math	Science
<b>Fremont Middle</b>	52%	59%	58%	<b>Fremont Middle</b>	15%**	35%	25%
<b>Fremont Elm</b>	49%	54%	28%	<b>Fremont Elm</b>	27%	28%	13%**
<b>Hamilton Elm</b>	54%	53%	39%	<b>Hamilton Elm</b>	41%	39%	N/A*
<b>Angola Middle</b>	41%	28%	24%**	<b>Angola Middle</b>	27%	16%**	27%
<b>Carlin Park Elm</b>	31%	61%	39%	<b>Carlin Park Elm</b>	32%	42%	64%
<b>Hendry Park Elm</b>	31%	23%**	32%	<b>Hendry Park Elm</b>	39%	27%	33%
<b>Prairie Heights Elm</b>	58%	33%	36%	<b>Prairie Heights Elm</b>	48%	43%	91%

\*All grades at this site were graded using a S, N, U scale for science.

\*\* STPM not met.

**Professional Development Plans:** Please see the plans for the last two years of programming below:

Stauben County Literacy Coalition, Angola, IN  
 BASE (Best After School Enrichment)  
 Total Grant Request: \$900,000/Year 1 Request: \$225,000

Professional Development Plan for 2019-2020									Objective Met
Professional Development Activity	Social and Emotional Learning	Organizational Training	Multi-State Conference	B5H Conference	Indiana Academy for Outside Learning/CYC online training	First-Aid Certification	Monthly Site-Coordinator Meetings	Various Webinars	Yes
Day or Month activity will take place	7/18/2019	7/19/2019	October 6-9, 2019	2/1/2020	All of 2019-2020	When needed	Monthly	Ongoing	Yes
Community Partner/Facilitator (if applicable)	Leading to Change	Administration and Direct Staff	IDOE and Admin	Beyond School Hours	Indiana Afterschool Academy	Cameron Memorial Hospital	Local Evaluator	IV/Y4Y/McCoy	Yes
Professional Development need to be addressed	Introduction of social and emotional learning	Re-introduce/introduce the policies and procedures	Updated information	Exposure to the changing methods and practices	All CYC training area	First-Aid Certification	Relationship/Communication	All CYC training area	Yes
Staff to participate	Direct Service staff	Direct service staff and administration	Admin	Admin	Direct Service Staff	Direct Service Staff	Direct Service Staff/Local Evaluator	Direct Service Staff	Yes
Desired Impact	Staff begin to approach behavioral issues with a different approach	Familiarize staff with updated policies and procedures	Familiarize staff with updated policies and procedures	Learn new techniques to pass along to our direct staff	Train and implement direct service staff	Certification	Resolve issues that may arise	Be aware of and up to date on new techniques and information	Yes
CYC training area	Relationship/Communication/Applied Human Development	Professionalism	Developmental Practice Procedures	Relationship/Communication	All CYC training area	Applied Human Development	Relationship/Communication	All CYC training area	Yes

IDOE 21<sup>st</sup> CCLC Program Professional Development Plan 2020-2021

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)	Objective Met
Accounting 101	Trine University	Improve Accounting Concepts	Improved efficiency of program operations	Bookkeeper	102	\$1197	21 <sup>st</sup> CCLC	8/2020	Professionalism	TBA
CPI Training	Crisis Prevention Institute	Care, Welfare, Safety and Security of the children	Safety of the children	Program Director	30	\$3645	21 <sup>st</sup> CCLC	6/2020	Developmental practice methods	TBA
Understanding Mental Health	Local Contractors	Increase staff and student positive interaction and behavior reinforcement	Improve Awareness of our relationships with others and the students that we serve	Program Directors, Site coordinators, Front Line Staff	16	\$2000	21 <sup>st</sup> CCLC	2020-2021	Cultural and Human Diversity/Relationships and Communications	TBA
B5H Conference	Beyond School Hours	Increase team dynamics	Provided staff with new ideas and reinforcement of our mission	Program Director	32	\$569	21 <sup>st</sup> CCLC	2/2020	Professionalism	TBA
Multi-State Conference	Various State Agencies	Learn new techniques and social interaction with other 21 <sup>st</sup> CCLC participants	Improved overall management	Program Directors	30	\$300	21 <sup>st</sup> CCLC	10/2020	Professionalism	TBA
CPR Trainings	Cameron Hospital	Increased safety	Improved safety	Program Directors, Coordinators, Front Line Staff	8	\$880	21 <sup>st</sup> CCLC	8/2020	Developmental practice methods	TBA
Hooked on Science	Jason Lindsey	Improve presentation quality	Improved teaching techniques	Program Directors, Site Coordinators, Front Line Staff	8	\$2000	21 <sup>st</sup> CCLC	11/2020	Applied Human Development/Developmental Practice Methods	TBA

**VIII. PROGRAM IMPLEMENTATION**

1. Evidence Based Programming: The BASE (Best After School Enrichment) program has been carefully designed to achieve the outcomes below at all host schools and is aligned with each school’s improvement plan and the Indiana Academic Standards, as well as the Indiana Afterschool Standards. All schools have assisted in drafting the program goals and performance measures. Several evidence-based curricula will be used. These include: BrainPop, BrainPop, Jr, MyON, ReadingEggs/Eggspress, MathSeeds, Imagine Math, Lego Robotics (all levels) and ABC Mouse.

2. Tables Below:

**Table of Performance Measures Year 1- 2021-2022 (Lakeland Primary and Lakeland Intermediate Schools)**

<b>Program Goals</b>	<b>Program Objectives</b>	<b>Program Activities</b>	<b>Performance Measures</b>	<b>Assessment Strategies</b>
1. Improve academic achievement	1.1 Increase reading comprehension/writing achievement among regular participants	1.1A Homework support and reading comprehension focused tutoring & remediation	1.1) 25% of regular participants will improve classroom grades from fall to spring in literacy/reading.	1.1-3b Report card grades
	1.2 Increase math achievement among regular participants	1.1B Academic enrichment activities	1.2) 25% of regular participants will improve classroom grades from fall to spring in math.	
		1.2A Homework support and math focused tutoring	1.3) 25% of regular participants will improve their classroom grades in science from fall to spring.	
	1.3 Improve student performance in science	1.2B Academic enrichment activities		
		1.3A Homework support and		

		science focused tutoring 1.3B Academic enrichment activities		
2. Improve social and behavioral outcomes	2.1 Improve participation in the classroom  2.2 Improve classroom behavior  2.3 Increase number of students completing assignments, even when challenging.  2.4 Increase number of students getting along well with others.	2.1A Character development curriculum  2.1-4B Incentive program	2.1) 30% of regular participants will demonstrate improvement in classroom participation from fall to spring.  2.2) 25% of regular participants will improve in classroom behavior.  2.3) 30% of regular participants will complete assignment, even when challenging.  2.4) 25% of regular participants will improve in social interaction (Getting along with others).	2.1-4 Teacher survey
3. Increase family involvement	3.1 Improve parent participation in school projects  3.2 Increase number of parents attending conferences	3.1A Parent orientation 3.1B Newsletters  3.2A Quarterly parent contact via preferred method  3.2B One family education night per month	3.1) 30% of parents of regular participants will report assisting their child with a school project.  3.2) 10% of parents of regular participants will attend a parent/teacher conference.	3.1-2a Parent survey

**Table of Performance Measures Year 1- 2021-2022 (Lakeland Jr/Sr High School and Prairie Heights Middle School)**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve academic achievement	1.1 Increase reading comprehension/writing achievement among regular participants  1.2 Increase math achievement among regular participants  1.3 Improve student performance in science	1.1A Homework support and reading comprehension focused tutoring & remediation  1.1B Academic enrichment activities  1.2A Homework support and math focused tutoring  1.2B Academic enrichment activities  1.3A Homework support and science focused tutoring  1.3B Academic enrichment activities	1.1) 25% of regular participants will improve classroom grades from fall to spring in literacy/reading.  1.2) 25% of regular participants will improve classroom grades from fall to spring in math.  1.3) 25% of regular participants will improve their classroom grades in science from fall to spring.	1.1-3b Report card grades
2. Improve social and behavioral outcomes	2.1 Improve participation in the classroom  2.2 Improve classroom behavior  2.3 Increase number of students completing assignments,	2.1A Character development curriculum  2.1-4B Incentive program	2.1) 30% of regular participants will demonstrate improvement in classroom participation from fall to spring.  2.2) 25% of regular participants will improve in classroom behavior.	2.1-4 Teacher survey

	<p>even when challenging.</p> <p>2.4 Increase number of students getting along well with others.</p>		<p>2.3) 30% of regular participants will complete assignment, even when challenging.</p> <p>2.4) 25% of regular participants will improve in social interaction (Getting along with others).</p>	
3. Increase family involvement	<p>3.1 Improve parent participation in school projects</p> <p>3.2 Increase number of parents attending conferences</p>	<p>3.1A Parent orientation</p> <p>3.1B Newsletters</p> <p>3.2A Quarterly parent contact via preferred method</p> <p>3.2B One family education night per month</p>	<p>3.1) 30% of parents of regular participants will report assisting their child with a school project.</p> <p>3.2) 10% of parents of regular participants will attend a parent/teacher conference.</p>	3.1-2a Parent survey

Both school corporations have identified the need for the 21<sup>st</sup> CCLC program to operate as an after school program. The superintendents and principals involved in the planning of this project have identified a significant need for quality programming with an academic focus, enrichment activities, and family involvement. The assessments indicated in the performance measures tables will be used to document student achievement, and each school will assess their students in the 21<sup>st</sup> CCLC program a minimum of twice yearly using the identified assessment tool. This data will be provided to the program director, site coordinators and local evaluator.

Program goals listed under academic achievement include performance measures related to STEM. STEM is priority focus area at all four sites. STEM was chosen because of each school's improvement plan and through conversations with all administrators at each site.

## **IX. PROGRAM COMMUNICATION**

1. Communication Plan: SCLC will maintain open lines of communication with all program stakeholders.
  - a. Applicable school leadership: The program director will communicate with school leadership, including the superintendents and building principals regularly to discuss program structure, expectations and needs.
  - b. Applicable school-day staff: Site coordinators will send weekly emails to building principals and classroom teachers to discuss student needs and academic progress. Parents and teachers of active students will receive a monthly progress report. This will assist with student support at home and in the classroom by helping to build relationships with families and teachers. Site coordinators will also keep open and ongoing dialogue with parents and teachers via email, text, phone calls, or face-to-face contact, as needed to ensure student success. Every site coordinator will create and distribute a monthly newsletter to families that lists what activities students are working on, family events, and any other program highlights.
    - i. The sites identified in the project will employ 21<sup>st</sup> CCLC staff members that are also part of the regular school day staff, whenever possible. At some sites, the site coordinator will be given access to the databases that hold the required information and in other cases; teachers, office personnel or building administrators will provide data.
    - ii. A teacher input form is currently used to gather weekly classroom information to assist 21<sup>st</sup> CCLC staff with lesson planning. The form is



- completed by classroom teachers in the middle of each week and placed in the BASE mailbox. The form identifies what is happening in the classroom in English, math and science and lists review topics and the names of children who need remediation in specific areas. 21<sup>st</sup> CCLC staff will use this information as they plan lessons.
- c. Community stakeholders: Community stakeholders will have access to local evaluation reports. Reports will be distributed at SCLC's Advisory Council meetings and will be made available on the organization's website.
    - i. Programs will be held in the school buildings, providing the easiest program access for students since they do not have to be transported offsite. Programs will be available for all grade levels served by each school and will not have income restrictions or program fees.
  - d. Families of program participants: Parents will receive monthly progress reports and have the opportunity to interface via SCLC's Facebook page. No student information or photos of students will be shared without consent.
2. 21<sup>st</sup> CCLC Terminology: All marketing materials are created and/or approved by the SCLC staff at the main office for all programs. Site coordinators may create documents and the program director will verify that all documents contain the 21<sup>st</sup> CCLC logo and program information prior to distribution. All BASE Camp programs will be referred to as 21<sup>st</sup> CCLCs. Logos will appear on registration forms, newsletters and in public communication.

**X. PROFESSIONAL DEVELOPMENT**

1. Professional Development Plan: Please see the following three pages. Professional development is only 1.4% of the requested allocation due to shared professional development opportunities with Cohort 9 that are “in-kind” to Cohort 10. Our Cohort 8 Program Director is also CPI Trainer certified which will save significant costs of getting site level staff members CPI certified. Additionally, many other training opportunities are free through community partnerships.



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



<b>Program Name</b>	Steuben County Literacy Coalition
<b>Program Director</b>	Breann Fink
<b>Dates of Implementation</b>	July 1, 2021—July 31, 2022

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
CPI Training	Amy Crawford	Care, Welfare, Safety and Security of the children	Promote safe interactions with students	Site Coordinators-4 Instructional Assistants-10	8/16	Free	N/A	8/2021	Developmental Practice Methods
BSH Conference	Beyond School Hours	Professional Development	Provided staff with new ideas and reinforcement of our mission	Program Director-1	32	\$600	21 <sup>st</sup> CCLC	2/2022	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and Communication/Development Practice Methods
CPR Trainings	Cameron Hospital	First Aid and CPR certification	Improved safety	Program Director-1 Site Coordinators-4 Front Line Staff-10	8	\$400	21 <sup>st</sup> CCLC	8/2021	Developmental practice methods
Hooked on Science	Jason Lindsey	Improve program quality and STEM teaching methods	Improved teaching techniques	Program Directors-1 Site Coordinators-4 Front Line Staff-10	8	\$2000	21 <sup>st</sup> CCLC	8/2021	Applied Human Development/Developmental Practice Methods



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

IAN Academy	Indiana Afterschool Network	Webinars on various topics related to out of school time	Increase safety, best practices, staff development, diversity and inclusion and more	Program Directors-1 Site Coordinators-4 Front Line Staff-10	varies	Free	N/A	7/2021-7/2022	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and Communication/Development Practice Methods
Child and Youth Care (CYC) Credential	Indiana Youth Services Association	Webinars on various topics related to out of school time	Increase safety, best practices, staff development, diversity and inclusion and more	Program Directors-1 Site Coordinators-4 Front Line Staff-10	150	Free	N/A	7/2021-7/2022	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and Communication/Development Practice Methods
Indiana Youth Institute (YI) Webinars	YI	Webinars on various topics related to out of school time	Increase safety, best practices, staff development, diversity and inclusion and more	Program Directors-1 Site Coordinators-4 Front Line Staff-10	varies	Free	N/A	7/2021-7/2022	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and Communication/Development Practice Methods
Y4Y.edu	USDOE	Webinars on various topics related to out of school time	Increase safety, best practices, staff development, diversity and inclusion and more	Program Directors-1 Site Coordinators-4 Front Line Staff-10	varies	Free	N/A	7/2021-7/2022	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and Communication/Development Practice Methods
Multi-State Conference	IDOE, KDOE, TDOE, WVDOE	Professional Development	Knowledge of best practices and staff development	Program Directors-1	16	\$100 *Paid from	Cohort 9-21 <sup>st</sup> CCLC	10/2021	Professionalism/Cultural and Human Diversity/Applied Human Development/Relationship and



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



						other cohort				Communication/Development Practice Methods
Administrative Professional Development	Steuken County Community Foundation	Grant management, assessment, and evaluation	Increase program effectiveness, better grant management and use of funds	Program Director-1 Volunteer Coordinator/Bookkeeper-1	2 per session	Free	N/A	7/2021-7/2022		Professionalism
ACEs Training	Armstrong Consulting	Understand how ACEs cause behaviors	Increase knowledge and understanding of how adverse child experiences can affect behaviors in programming and ways to mitigate concerns appropriately	Site Coordinators-4 Front Line Staff-10	4	Free	N/A	8/2021		Professionalism/Developmental Practice Methods
Basic Pedagogy Training	Armstrong Consulting	Understand youth needs	Increase knowledge and understanding of what kids need and why	Front Line Staff-10	2	Free	N/A	8/2021		Applied Human Development/Relationship and Communication/Development Practice Methods
40 Development Assets	Indiana Youth Institute (YI)	Understand youth needs	Increase knowledge of how experiences and resources can effect if students are successful and healthy	Site Coordinators-4 Front Line Staff-10	2	Free	N/A	8/2021		Applied Human Development

**Professional Development Plan Cost:**

Total Estimated Cost	\$3100	% of Total Budget	1.4%
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2. Assessment: Professional development needs will be assessed by first asking staff members what needs they have. Additionally, our external evaluator, Armstrong Consulting will conduct focus groups each year, in addition to the IN-QPSA to discuss professional development needs that are identified by stakeholders.
3. Staff Plans: The program director and other administrative staff members will participate in professional development related to grants management, money management, volunteer support, and other administrative needs. Site coordinators will receive professional development related to program management, as well as managing staff and database training. Instructional assistants that do not have extensive experience working with youth will participate in basic pedagogy training. Staff members of all levels will have the opportunity to participate in online webinars from various providers about topics from all areas of out of school time programming. The program director will attend one regional or national conference and will share the resources learned with other staff members at monthly site coordinator meetings. All front-line staff will have the opportunity to participate in trainings involving the 40 Development Assets and ACEs (Adverse Childhood Experiences). Also, all program staff will work toward the CYC credential. The current executive director of the Steuben County Literacy Coalition currently has a CYC-P certification and an additional 3 staff members are in the process of receiving their certification. The Cohort 8 program director is CPI (Crisis Prevention Intervention) trained to train all staff at each program site.
4. Enhancing Quality: The professional development activities described above will help enhance program quality by helping staff better understand our students and their needs.

Many of the students in our programs have many risk factors related to poverty, physical and mental health, housing, family dynamics and more. Professional development activities such as the 40 developmental assets, basic pedagogy, and ACEs, have been specifically chosen to ensure that staff members can recognize and address student behaviors in a positive way. CPI training will ensure the safety of all students and staff. STEM training has been assigned because front-line staff members have shared that they do not feel confident in teaching science and/or math concepts and STEM is our programming focus. Additionally, SCLC will ensure that all staff members have access to online webinars from a variety of quality after school programming providers to address any professional development needs that may not be relevant to all sites or specific to one site's program needs. An emphasis on webinars related to family engagement will be encouraged to help sites maintain positive family relationships, as we know research shows that a student's success is directly tied to how involved family members are in the child's education.

## **XI. EVALUATION**

1. **Evaluation Plan:** Mixed-method evaluation of the project will analyze both outcomes and processes in an effort to establish connections between program elements and student outcomes. A root cause analysis chart based on qualitative and quantitative data will be developed with stakeholders in Fall 2020 and will provide insight into program mechanisms that will lead to student outcomes. This is especially important going into a new school district as will we benefit from information from school professionals about the school's culture, student demographics and expectations. We will use this opportunity to build strong partnerships with regular school day teachers and building

administrators. A process evaluation will be conducted during the first few months of programming. Questions answered through small group interviews and surveys will address perception of quality of services, perception of student benefit and perception of challenges. This same process will be employed during the first few months of year two. However, questions asked will no longer focus on perception but on actual quality of services, benefits to students and real challenges. This along with data listed in the charts below will be the basis for the annual evaluation. All data is confidential and will remain anonymous. All evaluation ethical standards will be upheld. The following represents the data management process.

The data process includes: 1) Distribution; 2) Collection; 3) Entry; 4) Storage; 5) Retrieval; 6) Analysis; 7) Reporting; and, 8) Program Improvement efforts based on data.

<i>What</i>	<i>Collection</i>	<i>Tool</i>	<i>Frequency</i>	<i>Retrieval</i>	<i>Use</i>
<b>Attendance (after school)</b>	Frontline staff Site coordinators	Attendance sheets Cayen	Daily	Monthly	STPM-after school attendance
<b>Classroom grades</b>	Classroom teachers	School database Cayen	Each semester	Bi-annually	STPM-student achievement
<b>IN-QPSA team leader sessions</b>	Evaluator	IN-QPSA After School Standards	Spring		Alignment with IN-QPSA standards and program improvement
<b>Teacher surveys/ Social/Behavioral</b>	Site coordinators	Surveys Cayen	Annually	Annually	STPM-student social/behavioral
<b>Staff surveys- IN-QPSA</b>	Program director, evaluator	IN-QPSA survey	Annually	Annually	Program improvement
<b>Parent satisfaction surveys</b>	Site coordinator	Paper surveys	Annually	Annually	Program improvement
<b>Student satisfaction surveys</b>	Site coordinators	Paper surveys	Annually	Annually	Program improvement
<b>STEM</b>	Site coordinators	Teacher logs Software storage School database	Monthly	Bi-annually	STPM-STEM



<b>Family Engagement Outcomes</b>	Site coordinator	Paper surveys Parent log Attendance at events	Annually	Annually	STPM-Family Involvement
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SCLC has a long-standing commitment to ongoing program improvement and was involved in the pilot IN-QPSA initiative in 2010. Activities resulting from the IN-QPSA have been instrumental in identifying strengths, isolating weaknesses and creating and implementing realistic action plans for program improvement. In addition to the site level leadership teams involved in the self-assessment activity, stakeholder leadership teams (one at each site) are convened to provide another perspective. Not surprisingly, self-assessment results are typically similar to stakeholder leadership team results. Each year, an area identified as needing improvement using the power standards, is Standard 8 “supporting family involvement.” As a result, all sites have created a family involvement action plan that drives program activity. Site level changes include regular newsletters, parent contact via text, parent bulletin boards, suggestion boxes and active parent volunteer recruitment. The IN-QPSA team leadership process in 2019-2020 yielded the need for a parent visitation policy, a formal incident/accident reporting process to the building administrator and staff review and posting of Indiana Rule 4.6 and Appendix A of the Indiana Afterschool Standards. The process will be repeated in the 2020-2021 school year and will be especially beneficial with new stakeholders. SCLC has adopted the STEM standards and the assessment/improvement process is applied using the same process. In addition, the evaluator uses the IN-QPSA standards as a rubric when conducting site visits.

It is important to consider the impact of COVID-19 on schools as we plan for programming and evaluation. We do not know what the future holds but we do know that

the commitment to quality after school programming will not waiver. SCLC and its local evaluator will be as nimble as possible if program delivery and evaluation activities require modification.

2. Local Evaluator: Armstrong Consulting, Inc. (ACI) will provide evaluation services for SCLC's BASE Cohort 10 project. Kathleen Armstrong holds a MA in educational leadership and has 12 years of experience with Indiana 21<sup>st</sup> CCLC programs. Armstrong was program director for two 21<sup>st</sup> CCLC projects in Steuben County beginning in 2008 and has worked in nonprofit and community education for 20 years. Armstrong is an active member of the American Evaluator's Association and is experienced in outcome design and measurement, qualitative and quantitative evaluation, consensus building and staff development.

The annual report, available in August of each year or as required by the IDOE 21<sup>st</sup> CCLC office, will be distributed in a variety of ways: 1) Stakeholders will receive a copy of the evaluator's summary report; 2) Families of students will receive a summary report; 3) The local newspaper will receive the summary report, and 4) SCLC's website will also house the evaluator's annual report. The annual report will provide a horizontal analysis of yearly outcomes and comparison group performance. Components of the evaluation report include, but are not fully restricted to the following:

1. Grades and attendance data for each regularly attending participant—45 days or more as mandated by the Department of Education.
2. Participant demographics: age, ethnicity, free/reduced status, single parent households.
3. Student, teacher and parent surveys will be administered in the spring of each year.
4. Surveys—parent, teacher and student surveys—will be disaggregated and evaluated using Excel.
5. Horizontal articulation of implementation of Indiana's After School Standards.
6. The evaluator will also assess the appropriateness of all instructional material.
7. Effectiveness of professional development will be mapped using self-logs, observation and student achievement. This data will be collected in the spring.

8. The evaluator takes the responsibility of visiting each site two-three times a year. The evaluator will complete "walk-through" observations that will be compiled into the composite annual report.
9. Program improvement is an on-going process; however, the annual report released in August will provide necessary data for modifications to occur before the fall start date. Evaluator's findings and recommendations will be shared prior to fall staff training and will shape professional development for the coming year.
10. Comparison group analysis between cohort 8, 9 and 10 to include student demographics, gender, age, ethnicity and other possible identifiers.\*

• Please note that this will only be possible if Cayen parameters allow it.

**Frequency of data collection:**

<b>On-demand</b>	<i>Cayen</i> generated anytime—uses include determining progress towards outcomes (enrollment and attendance) and on-going improvement efforts
<b>Quarterly</b>	Locally generated reports for information sharing that include enrollment, attendance, fiscal and partner information for stakeholder dissemination to include CBO board, advisory council, school and community partners
<b>Semi-annual</b>	<i>Cayen</i> data for staff, parents and partners to include attendance, enrollment, classroom performance
<b>Annual</b>	<i>Cayen</i> (performance, attendance, social/behavior and teacher input) and locally generated reports to include progress toward attainment of other local goals: fiscal accountability, parent, staff and student surveys. IN-QPSA progress will be included in annual report.
<b>Cumulative</b>	Annual report will include cumulative STPM data for each cohort and will include comparison data from each year in the cohort.
<b>Summary</b>	Each year a summary report will be generated for CBO and school boards, local partners and media use.

STPM	Strategies	Relevance
<b>Academic Outcomes</b>  25% of RAPs will demonstrate improved classroom grades from fall to spring in E/LA and math	Alignment with regular school day and academic standards. Regular communication with classroom teachers, after school lesson plans aligned with regular school day. Standards aligned after school curricula. Rigorous homework help. Focused and intentional professional development. Enrichment opportunities with a math or E/LA focus and extended learning opportunities	Academic progress results in higher graduation rates, career success, strong sense of self-worth which builds resiliency
<b>Social/Behavioral Outcomes</b>  25% of RAPs will improve in social interaction and classroom behavior 30% of RAPs will improve in classroom participation and homework completion to teacher satisfaction	Modeling and teaching of appropriate school behaviors, conflict resolution skills demonstrated and taught, team building and group learning activities provided and rigorous homework help. Supporting social and emotional learning.	Appropriate classroom behavior and participation results in greater academic success

<p><b>Attendance</b></p> <p>A minimum of 20 youth at each site will attend for 45 days or more</p>	<p>Creating an environment where youth feel valued and successful, supporting opportunities for strong peer to peer connections, supporting social and emotional learning, building relationships with families and encouraging full participation. Creating a fun and engaging environment.</p>	<p>Regular attendance results in greater academic success and a connection to peers and caring adults</p>
<p><b>STEM</b></p> <p>25% of RAPs will demonstrate improved classroom grades from fall to spring in science</p>	<p>Alignment with regular school day and academic standards. Regular communication with classroom teachers, after school lesson plans aligned with regular school day. Standards aligned after school curricula. Rigorous homework help. Focused and intentional professional development. Enrichment opportunities with a STEM focus i.e., FIRST Robotics Teams and extended learning opportunities.</p>	<p>Increased STEM proficiency results in greater academic success, awareness of career opportunities and stimulates an inquisitive mind</p>
<p><b>Family Engagement Outcomes</b></p> <p>30% of RAP's parents will assist their child with a school project and 10% of RAP's parents will attend a parent/teacher conference</p>	<p>Intentional parent engagement through regular communication. Providing parent resources and support for school projects. Hosting family events that are relevant to school projects. Encouraging parents to attend teacher conferences, by word of mouth, emails, texts and written communication.</p>	<p>Increased family involvement results in improved student performance</p>

3. Strategies of Measurement: All performance measures for this Cohort 10 application were discussed with partnering schools. It was determined that performance measures in place for current Cohort 8 and Cohort 9 sites were also relevant to the proposed sites. In an effort to maintain consistent standards across all sites, measures for all Cohort 10 RAPs (45 days) will match the Cohort 8 and 9 short term performance measures.

**XII. SAFETY AND TRANSPORTATION**

1. Transportation To and From: All four schools participating in Cohort 10 will host programs in their school buildings. Parents will have the option to choose to pick up their child or have their child bussed home following the program. Lakeland School Corporation already offers a late bus for students that participate in extracurricular activities in their schools. 21<sup>st</sup> CCLC funds will provide an additional bus for students that live outside of town to make sure that all students have the opportunity to attend the

program and get home safely to their door. As Lakeland School Corporation is very rural, many students live quite a distance from the school and will require transportation home in order to be able to participate in the program.

Prairie Heights Middle School students will ride the same buses that are already in operation from the Cohort 8 program at Prairie Heights Elementary School. The two schools are located next door to each other, so coordination of busses will be easy.

2. Needs of Working Families: Programs will be offered Monday-Thursday until 6 pm for parents that work. As stated above, transportation to individual student homes is key because many families live quite a distance from the schools. During the 2019-2020 school year, Lakeland School corporation consolidated 4 elementary schools into one primary school and one intermediate school, both of which are located in the town of LaGrange. The middle and high schools were also consolidated into one building in LaGrange. This means that students now travel further distances to their school. For current programs offered by the schools in this application, it was recognized that attendance is very low on Fridays, therefore the decision was made by SCLC and all community partners to offer programming with a Monday-Thursday schedule. This is the same schedule as all current Cohort 8 and Cohort 9 sites. In light of recent events, if virtual/remote programming is necessary, due to COVID restrictions, SCLC and partnering schools will make academic lessons accessible to all students via online meetings, virtual classrooms or via physical home delivery or educational supplies. We will be as flexible as possible to help meet the needs of families.
3. On-site Safety: Emergency readiness policies from individual school buildings will be followed during after school hours. Fire and tornado drills will be held during 21<sup>st</sup> CCLC

programs on the same day as school drills. All facilities utilized shall be accessible for all students with disabilities in accordance with the ADA. Individuals will only be dismissed to authorized individuals listed on their program registration or with school administration. Individuals choosing to pick up their child from the program must show a state-issued ID and sign the child out. If a child is typically dismissed to the bus, parents must write a note asking that the child be kept for pick-up or vice versa to avoid confusion. If no parent/guardian note is received, site coordinators will send the child home in the usual way. Elementary students that ride the bus home will not be dropped off unless a parent or guardian is home.

4. Hiring Practices: SCLC requires all program staff to have a minimum of a high school diploma and a ParaPro Certificate or 2 years of college. If an applicant does not meet these minimum qualifications, SCLC will consider hiring an applicant with a high school diploma, but they must obtain a ParaPro Certificate within 90 days of employment. SCLC is a testing site for the ParaPro exam and will pay for the applicant to take the test the first time. SCLC gives preference to applicants with a current teaching license and experience working with youth in an out of school time setting. Employees that do not meet these minimum standards are not eligible for hire with the organization.
5. Background Checks: Background checks are conducted for all program staff and volunteers, including parents that interact with program participants. Extended background checks are conducted on all employees and expenses are the responsibility of the employee. SCLC will also conduct a sex offender registry check for all staff and volunteers. A limited background check is conducted with the Indiana State Police (in addition to the sex offender registry check) for all volunteers, including parents and

college work study students. Background checks are kept in each employee's personnel files and all information will remain confidential.

#### **XIV. PROGRAM STABILITY**

SCLC understands the importance of quality after school programming and is committed to continuing the 21<sup>st</sup> CCLC program after grant funds are no longer available. Sustaining a large program, such as this one after a large grant ends is a difficult task, especially in a rural area. However, through a partnership with Lakeland School Corporation and Prairie Heights Community Schools, as well as the other collaborators listed, we plan to maintain the same level of service through 2025 and beyond. When a previous 21<sup>st</sup> CCLC program at Angola Middle School ended after Cohort 5 funding ceased, SCLC, together with Cahoots Café and the YMCA of Steuben County kept programming going. Local funding was sought and the program was sustained, though on a much smaller scale, until Cohort 8 funding was again received in 2017. We believe the same could be possible through community support and sponsorships in LaGrange County.

Current partnerships with Lakeland School Corporation and Prairie Heights Community Schools include significant in-kind commitments from each corporation to the project. The amount of these contributions will increase, as needed, to sustain the program due to a decrease of funding. Another sustainability strategy that could be implemented is to charge a fee to those families with the ability to pay.

The Steuben County Literacy Coalition is a successful rural community-based nonprofit with a long history of building and sustaining collaborations. For example, the partnerships developed for Even Start, a family literacy program that was administered by SCLC from 2000-2004, and funded again 2010-2012 relied extensively on community collaboration. Those

involved included SCLC, local school corporations, Head Start, The Division of Families and Children, WIC, the Dekko Foundation's Before 5 initiative, Carnegie Public Library, and the Impact Institute, among others. As indicated in the partnership/collaboration narrative, similar partnerships have been established for sustainability of the 21\* CCLC projects in LaGrange County. In addition to schools and partners bringing resources to the project, SCLC will seek financial support for the 21\* CCLC from individuals and businesses located within LaGrange County. Grant requests will be submitted to a variety of local and national funding organizations (The Dekko Foundation, The Olive B. Cole Foundation, the LaGrange County Community Foundation, REMC, NIPSCO, and others to insure that adequate resources are present to offset funding reductions).

During year one of programming, SCLC plans to fundraise, as well as increase the number of community partnerships with organizations that serve youth in LaGrange County. The Program Director and Assistant Program Director will be charged with the task of soliciting more partners to participate in the organization's advisory council, including youth members from program schools, and for the billing of parents with the ability to pay, if needed, in future years.

Front line staff members will not have much time to facilitate these partnerships so this responsibility will remain the task of the SCLC administration. New partnerships will offer opportunities for more diverse programming for youth, better professional developmental opportunities for staff, family engagement events, and new funding streams.