

NAME OF LEA OR ORGANIZATION	TWIN LAKES SCHOOL CORPORATION
ADDRESS	565 S. MAIN STREET, MONTICELLO
COUNTY	WHITE
NAME OF CONTACT PERSON	DEBBIE METZGER
TITLE	INTERIM SUPERINTENDENT
PHONE NUMBER	574-583-7005
EMAIL	DMETZGER@TWINLAKES.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DEBBIE METZGER
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DMETZGER@TWINLAKES.K12.IN.US

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
OAKLAWN ELEMENTARY 8565	64%	B	35	K-5
MEADOWLAWN ELEMENTARY 8565	58%	C	55	K-5
EASTLAWN ELEMENTARY 8565	68%	C	20	K-5

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
WOODLAWN COMMUNITY CENTER	715 W. OHIO STREET	MONTICELLO/WHITE

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-5
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	THE PRIORITY AREA FOR THE WOODLAWN COMMUNITY CENTER 21 ST CENTURY PROGRAM WILL BE ON LITERACY. CERTIFIED TEACHERS WILL WORK WITH DAY SCHOOL TEACHERS TO TUTOR STUDENTS WITH A FOCUS ON NARROWING THE ACADEMIC GAP.
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	OPERATING HOURS AFTER SCHOOL: 3:15 PM -6:00 PM SUMMER: 8:00 AM – 4:00 PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	NO, PROGRAM INCOME WILL BE GENERATED

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

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;


- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by

any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;

- o 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;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- 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.

Twin Lakes School Corporation – Woodlawn Community Center

Applicant Name (LEA or Organization)


Authorized Signature

8/7/2020
Date

SIGNED MOUs FOR ALL PROGRAM PARTNERS/LEAs

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

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

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

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Non-Public School Representative

Signature

Applicant Representative

Signature

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Twin Lakes School Corporation (TLSC), in conjunction with Boys and Girls Club of White County and Area IV Agency/Park Place Learning Center, wishes to start a 21st Century Community Learning Center program to provide our students with opportunities to support their learning and development. Activities will complement the students' regular academic program or prepare them to enter school. Our goal is to promote fun, innovative, and academically enriching activities that not only engage students, but extend their knowledge in new ways and increase academic achievement.

On January 1, 2014, Boys and Girls Club located a chapter at Meadowlawn Elementary for our students' after school needs. This popular program charges \$10 per year per student and is open five days a week after school until 6 p.m. Currently, over 500 students are enrolled in the club with nearly 200 in average daily attendance. Dan Fry, Unit Director, is working with us to craft a 21st CCLC program. Although they provide valuable programming for our students, we desire a more academic approach. They are outgrowing the space at Meadowlawn.

Area IV Agency has provided Early Childhood Education as a part of Community Action Programming since 1991. Area IV partners with the Monticello Parks Department in White County and serves 30 children in the Park Place Learning Center, a licensed child care with an emphasis on Early Education. The Park Place Learning Center has a Level 4 rating on the Paths to Quality.

TLSC, Boys and Girls Club, Park Place Learning Center and many local community agencies are excited about the opportunity to have our own 21st Century Community Learning Center Program. Michael Galvin, TLSC new superintendent, has brought a fresh

vision to our school and community. Three years ago, Woodlawn Elementary School, was closed due to decreasing enrollment and economic constraints. The building is in good shape and has been housing the Twin Lakes School Food Pantry. We are negotiating with other agencies such as United Way, the community mentoring program through Region 4 Workforce Board, Community Partners/Bauer Family Resources and Purdue Extension Nutrition Education Program, and pursuing grants and funding to turn that building into the 21st CCLC program site as well as a center for several 501C3 agencies.

Woodlawn is located in a lower income neighborhood and at one time had 300 students attending with approximately 70% receiving free or reduced lunches. This is a good area to locate the 21st CCLC and the Boys and Girls Club and easily accessible to the other TLSC buildings. With a gym/cafeteria, library, 2 large kindergarten rooms with restrooms and outside exits, over 12 classrooms, a playground, garden area, and ample parking it would provide more than enough space for the 21st CCLC, Boys and Girls Club, mentoring and counseling and other related community agencies. This would provide convenient, collaborative, coordinated service to our at risk population within the TLSC district. Providing after school programming would allow students that are experiencing achievement gaps catch up to peers. Day school teachers would track academic achievement and communicate this with tutors. Parents would also receive much needed information with regards to helping their child at home via Parent Nights and literature dealing with literacy.

Twin Lakes 21st CCLC program will target high-poverty children and their families, PreK – 5th grade, and will be offered daily during the school year and for six weeks in June and July (starting in 2018). The Program Director will be a TLSC employee and will collaborate with 21st CCLC staff, Title I staff, TLSC administrators, and classroom teachers to assure continuity between the school curriculum and 21st CCLC programming.

An independent external program evaluation will be conducted by Dr. Dan Diehl. Dr. Diehl will work closely with the 21st CCLC Program Director and partners to coordinate services.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

Twin Lakes Elementary Schools; Eastlawn, Meadowlawn, and Oaklawn, are eligible under the Title I Section 1114 school wide program and are Title I served schools. The 2019/20 poverty level corporation wide is 62.2%. At the elementary schools, the poverty level currently ranges from 51.3% to 62.2%.

The programming focus will be literacy. Literacy gaining strategies and programs will be implemented throughout the 4 year grant period for at least eight hours per week.

Professional Development will be implemented to ensure alignment to the Indiana Academic Standards and the Indiana Afterschool Network Specialty Standards. All staff will be certified teachers and will work closely with the day school teachers to pre-teach concepts according to corporation curriculum maps. Twin Lakes School Corporation partners with the Boys and Girls Club of White County to provide services to all K-5 students. We work in partnership to provide transportation to our 21st Century tutoring students and all Boys and Girls Club students. During summer months 21st Century tutors work with Club staff to facilitate the summer program. This program includes STEM, music, art, physical education, and SEL lessons. Both the 21st Century Director and the Boys and Girls Club Director plan summer program each year. Over 250 students were signed up the past two years to participate.

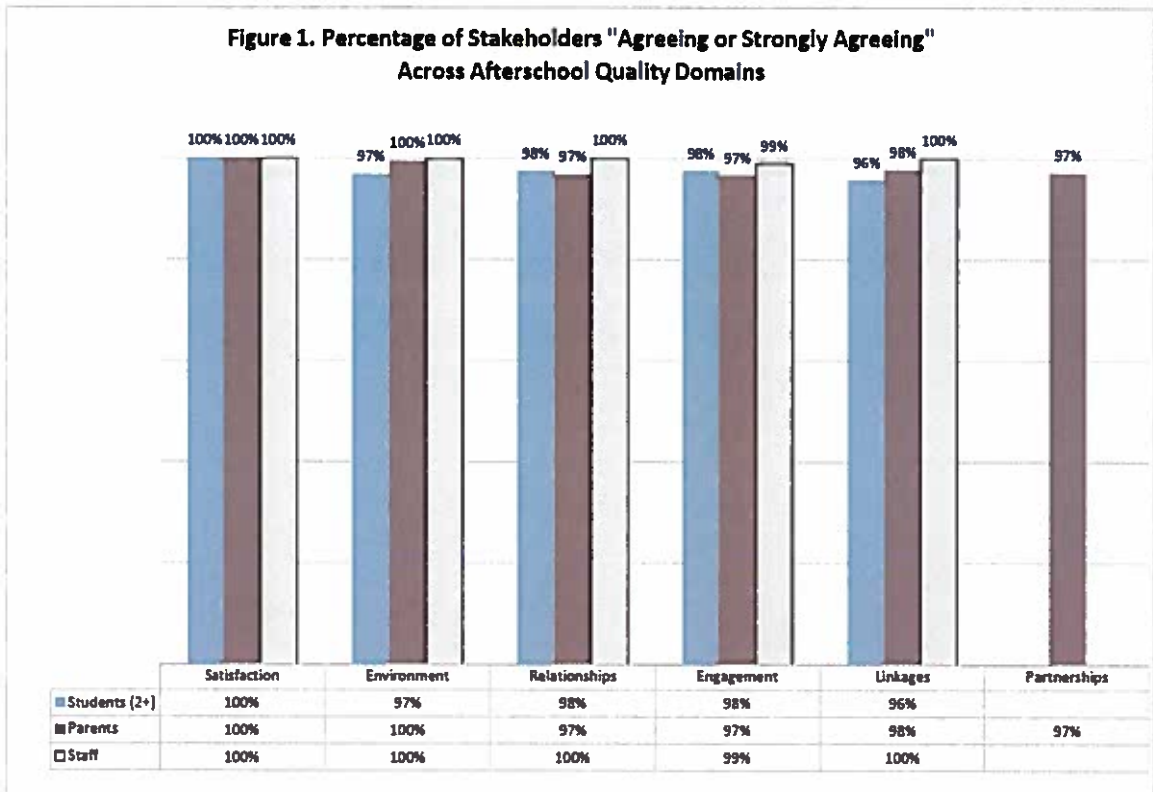
PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

Twin Lakes Elementary Schools; Eastlawn, Meadowlawn, and Oaklawn, are eligible under the Title I Section 1114 school wide program and are Title I served schools. The 2019/20 poverty level corporation wide is 62.2%. At the elementary schools, the poverty level currently ranges from 41.3% to 62.2%. The programming focus will be literacy. Literacy gaining strategies and programs will be implemented throughout the 4 year grant period for at least three hours per week. Professional Development will be implemented to ensure alignment to the Indiana Academic Standards and the Indiana Afterschool Network Specialty Standards.

Over the past 3 years, the Woodlawn Community Center has been implementing tutoring in collaboration with the Boys and Girls Club. Club attendance grew by nearly 50% from previous years during the 2019-2020 school year. Collaboration with the local Boys and Girls Club continued with the club extending hours and allowing our tutoring students to stay free of charge to participate in STEM activities. Area business also volunteered once a month to discuss college and career readiness with our students.

Our staff evaluator reflected on our program and stated, “

As noted in prior reports, the program continues to employ school day teachers to facilitate academic and enrichment programming. Highly qualified staff were present in all aspects of the program. During the observation, all staff appeared highly engaged with program participants and the activities that they facilitated. Staff members worked independently with students and with small groups. Staff were outgoing, approachable, animated, and personable with students. Moreover, there has been a high level of staff consistency across the life of the project, with the majority of staff being in place since the program’s inception.”



NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Over the past few years, an analysis of demographic and student achievement data has documented a number of variables responsible for a sizable number of our students not meeting grade level benchmark expectations. These include issues of generational poverty, a transient population, and a lack of literacy-rich environment for young children. Current data indicates that the Free and Reduced Lunch percentages range from 51.3% to 62.2% at the elementary schools with an overall corporation average of 62.2%. Dislike of federal assistance programs has caused additional families to choose not to participate. Although a family oriented community, financial and educational resources have not been available. Extended families have a desire to support their children’s academic needs, but need the resources and instruction on how to help.

Student Achievement Data

2018/19	Eastlawn	Meadowlawn	Oaklawn
% passing ILEARN	65.0%	54.8%	62.9%
% passing IREAD3	88.9%	87.8%	89.1%
Accountability Grade	C	C	B

% of students below grade level as measured by STAR RDG., K-3 and ILEARN, 4-5, 2018

Grade	Eastlawn	Meadowlawn	Oaklawn
Kindergarten	77%	84%	79%
1 st grade	54%	63%	62%
2 nd grade	51%	50%	34%
3 rd grade	53%	47%	40%
4 th grade	43% Math –45%	34% Math – 49%	50% Math – 47%
5 th grade	N/A	20% Math – 37%	N/A

Student Demographic Data

2019/20	Eastlawn	Meadowlawn	Oaklawn
White	91.3%	78.5%	82.2%
Hispanic	3.5%	15.7%	9.7%
Multiracial	3.9%	5.3%	6.8%
Poverty	41.3%	55.3%	62.1%

Overall, inter district mobility is 9.6%, a 2% increase over the previous year.

Student Behavioral Data

2019/20	Eastlawn	Meadowlawn	Oaklawn
Attendance Rate	98.9%	97.5%	98.0%
# of students w/10+ unexcused absences	5	8	10
# of students absent 10% or more	6	16	17
# of students suspended	1	26	7
# of out of school suspensions	2	19	12
School/Grade	Current program		
All schools, K-12	Boys & Girls Club <i>Services:</i> After school child care (\$10 per year); Meadowlawn Elementary; transportation is provided by TLSC for Oaklawn and Eastlawn students; Crafts, sports, games, & homework help. <i>Days & Times:</i> M-F 3-6 on school days <i># of students:</i> 200		
All elementary schools, K-4	Zion Bethel Activity <i>Services:</i> Free, after school activity time at a local church; transportation provided by TLSC; crafts, stories, games <i>Days & Times:</i> Wednesday, 3-4:30		

	<i># of students: 120</i>
All elementary schools, K-3, eligible students	TLSC Summer School <i>Services: Academic intervention in reading and math for students not meeting End of Year (EOY) benchmarks; transportation provided</i> <i>Days & Times: M-F for 2 weeks in June, 8:30-11:30</i> <i># of students: 110</i>
All incoming kindergarten, eligible students	TLSC/ United Way Kindergarten Countdown Camp <i>Services: Getting ready for school skills provided by TLSC kindergarten teachers for students not meeting entering kindergarten benchmark goals as measured during Round Up; transportation provided by TLSC</i> <i>Days & Times: M-F for 3 weeks in June, 8:30-11:30</i> <i># of students: 40</i>
Pre K students	Park Place Learning Center <i>Services: Former Head Start Associated child care for 4 – 5 year olds, fees based on a sliding scale; pre-kindergarten education experience; comprehensive, research-based system that supports effective teaching and children’s development and learning</i> <i>Days and Times: M-F, 6:30 a.m.-5:30 p.m.</i> <i># of students: 30</i>

Boys & Girls Club and Zion Bethel are the only school-year out of school programming available to Twin Lakes’ students other than Day Care facilities in the community. Although, these two programs do provide valuable activities, they do not provide highly qualified instructional staff with scientifically-based programming and linkages to school day learning and staff.

A survey was sent out via the Twin Lakes School Corporation digital platform to all parents in the corporation asking key questions related to education. One hundred and fifty surveys were returned. A task force was formed to work with Indiana State University to identify key areas of concern. One concerns were providing families with information and support and identifying students that may be at risk for dropping out.

Needs and services for targeted population were identified by staff and parent discussions throughout the school year during Title I parent meetings, PTO meetings, and Kindergarten Round Up at each school.

Boys and Girls Club of White County has continued to grow in popularity over the three-year period it has been implemented in Monticello. They need assistance from TLSC to increase homework help and the academic rigor of the program. There needs to be more connection and linkage to the school curriculum and the Indiana Academic Standards. Effective family involvement needs to increase.

Park Place Learning Center opened in Monticello in 2015. They desire to work with the schools to increase student readiness for kindergarten and help build a successful school experience for the entire family.

Funding provided by the 21st Century program would provide academic enrichment and remediation during non-school hours for children, particularly our students who are living in poverty. The program would provide funding to hire certified teachers to help students meet state and local standards in core academic subjects with a focus on literacy. The program would also assist the Twin Lakes School Corporation in reaching out to parents and care givers to provide information regarding literacy and other information on assisting with their child's education through family involvement. 21st Century Cohort 10 funding would allow our current programming to continue and expand the program allowing more students to participate and receive help with regards to literacy and exposure to STEM. Our target for the program is 150 students in grades K-5 and will be available to students Monday-Friday from 3:15-6:00.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

Partner Name	Collaboration Goals
Twin Lakes School Corporation	TLSC will provide building space, utilities, fiscal management, payroll services, and other general business needs
Boys and Girls Club of White County	Boys & Girls Club will provide some staff and educational, leadership, and character building programming, as well as games, crafts, and physical activities for our 21 st Century students. The program will share the same facility as the 21 st Century program. Both programs will work in conjunction with one another. Certified teachers will provide

	tutoring. The B & G Club will provide snacks and allow 21 st Century students to participate in club activities after tutoring takes place. Summer programs will be a collaborative effort. Twin Lakes School Corporation will train Boys and Girls Staff with regards to SEL and College and Career Readiness. Training will also be made available to 21 st Century staff through the resources available from the club.
Park Place Learning Center	Provide high quality early learning enrichment for 4 and 5 year olds for 3 hours Monday -Friday; designed to get students ready to succeed in school; highly qualified staff; family literacy and related educational development opportunities
Monticello Union Township Public Library	MUTPL will provide occasional programming such as Lego League, Robotics-littleBits, stories, crafts, and book discussions
Twin Lakes School Food Pantry	TLSC families K-12; opened September 2014 year round; funded from the community; 300+ families with an average monthly family participation of 90; Provide snacks for MUTPL after school program, Wabash Valley summer program, and TLSC special education classes. Also provide clothing and school supplies. They will supply meals for family nights for this 21 st CCLC program and access to clothing and school supplies from their “store”
Purdue Extension Nutrition Education Program	Provide a Community Wellness Coordinator to collaborate with us to improve health and make healthier choices for our students and parents; 5 focus areas are nutrition, physical activity, food safety, food security, and food resource management; implement the CATCH Early Childhood and K-5 Programs– Coordinated Approach to Child Health – which has enabled schools, families and communities to create an environment that improves children’s health, increases academic success, and support a lifetime of wellness; approved Coordinated School Health (CSH) Program.
Community Mentoring Program	During the 15-16 school year provided mentors for 5 th and 6 th grade TLSC students with 21 mentors and over 50 students last year. Subway furnished a lunch for participating teachers, administrators, mentors, and students. This program will be expanded to other grades with additional mentors during the 2016-17 school year.
White County PRIDE Program	Promotes college and career readiness, PreK-12 with a focus on instruction that teaches these life skills: Persistence, Respectfulness, Initiative, Dependability, and Efficiency. Recognition certificates, Work Ethic Certificate, PRIDE sashes for graduates. White County Economic Development will provide the sashes.
White County United Way	Provide funding for Kindergarten Countdown Camp; 3 weeks in the summer, ½ day kindergarten orientation program; held at TLSC and taught by TLSC certified kindergarten teachers. This will take in conjunction with 21 st Century Summer Club.
Diehl Evaluation and Consulting Services, Inc.	Assess the fidelity of program implementation and program outcomes; facilitate quality improvement process; analyze 21 st CCLC staff, teacher, student and parent perceptions of program quality and impact; report attendance trends, evidence of program quality and progress toward goals, objectives, and performance measures; complete site visits
Monticello Parks Dept.	Provide programming for after school and summer such as Audubon, nature, outdoor explorers, and excavation clubs; science of flight & rocket launch, and the power of produce program. These programs will be available to the 21 st Century students at no cost. Students will be

	transported to and from the parks via Twin Lakes School Corporation transportation.
TLHS Honor Society Tutors	Provide after school and summer tutoring for students as part of their service project

The partners work with TLSC on an ongoing basis and their mission statements and organizational goals align with the purpose of the 21st CCLC program. They have provided program specifics to be included in the program. The 21st CCLC program was developed together with the LEA, the building principals, teachers and community partners in order to outline programs made available through their generous partnerships. The program will be carried out in collaboration with all parties. Applicant and partner commitment forms and Memorandum of Understanding are included with this application for the White County Boys and Girls Club and the Twin Lakes Food Pantry.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

Students with Disabilities: TLSC ensures equitable access to and participation in its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Brochures will be distributed in potential participants' native language.

Title I Schools, Non-Title I Schools, Targeted Students and Their Families: All TLSC elementary students are eligible for the 21st CCLC program. Those students receiving free or reduced lunch, students who are at risk for not passing statewide assessments, English Language Learners, and students with behavioral difficulties will be included in the target population. Students will be identified through beginning of year assessments, evidence of previous academic and behavioral struggles, communication with faculty and staff and teacher recommendation for enrollment in the program. Only those adult families of students who are actively participating in the regular 21st CCLC program will be served.

Dissemination of Information: Our 21st CCLC program will disseminate understandable and accessible information about the program including a description of services, location and how to access the program.

Communication with Schools: The Program Director will be a full time employee of the corporation with corporation email and access to student information on SDS. The Director will attend TLSC faculty meetings and professional development when available. School day calendars will be shared with after school staff to insure continuity between the two. A monthly article will be included in each school's monthly newsletter that will go home with students, parents, teachers and community partners. Information about the program will also be distributed via internet and Facebook.

Programs that promote Parental Involvement, Family Literacy, and Related Family Educational Attainment:

We know that engaging families in children's learning has a powerful, positive, and lasting impact on students' academic outcomes. By hiring TLSC staff we will have teachers who are familiar with students' and their backgrounds. They spend time in the community, invite parents to observe in classrooms, and embrace parents as partners. By working together with TLSC, Boys and Girls Club, Area IV Park Place Learning Center, community mentors and other community agencies, we can cultivate links with community partners and our families to expand available resources. We will:

*Focus on improving student outcomes and keep families' current with students' progress.

TLSC teachers and 21st CCLC will work together to explain data and provide recommendations.

*Communicate frequently with families about their child's progress and ways they can address their child's learning needs and interests.

*Collaborate with parents to identify students' needs and interests such as music, sports, fitness, technology, etc. and incorporate them in our 21st CCLC program.

*Hold relevant and engaging programming for families that include literacy but also art or music night, math games, cooking, or family gardening.

*Provide a family room at school along with a food pantry and clothing and school supply room

*Provide classes for parents to support their families financially, leadership development, and family literacy nights

Topics will be chosen after surveys about desired issues are completed by parents. Monthly sessions will be scheduled at 5:30 PM with a donated meal served. The meal will allow parents, staff and students to communicate and come together in an informal way. Translators will be available as needed.

USDA Approved snacks: Snacks are provided by the White County Boys and Girls Club and are approved by the USDA as smart snacks.

Weekly Schedule: Hours and Weeks of 21st CCLC Program Operation

	Week day Before School	Week day After School	Weekend Days	Evening
Hours with Students		3		1.5
Hours with Family Members				1.5
Number of days per week		5		1 per month
Number of weeks		36		9
Total Program Hours		540		13.5

Summer Hours, starting 2018

	Week day Before School	Week day After School	Weekend Days	Evening
Hours with Students	7			1.5
Hours with Family Members				1.5
Number of days per week	5			
Number of weeks	6			2 times
Total Program Hours	210			3

Weekly Schedule Narrative:

After school time (3:00-6:00PM includes snack, homework help, tutoring/remediation, academic enrichment, STEM programming, physical education and activities provided by highly qualified staff daily. Opportunities for field trips, character education, technology education, and high – interest clubs will be a part of programming on a regular basis.

3:00-3:30	Check in, snack, homework
3:30-4:15	Literacy
4:15-4:45	STEM
4:45-5:15	Gym
5:15-5:45	Triple Play Programming – Mind, Body, Soul-smart decisions, healthy habits, leadership, character building, clubs
Dismissal	

Evening time (5:30-7:00) will occur once a month during the academic school year and two times during the summer. Staff and partners will present and organize parent education classes, family literacy events, and family activities.

Summer Programming will be offered five days a week for 6 weeks during June and July, starting in 2018. The main focus will be *Summer Brain Gain* to prepare students for their return to school and prevent summer learning loss. Family literacy and activities will be available as well as field trips.

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

Twin Lakes School Corporation has been a part of large competitive IDOE grants over the past fifteen years starting with IREAD and Reading First. These grants allowed the elementary schools to hire and train instructional coaches and Reading Recovery teachers; implement an uninterrupted reading block with daily intervention for at risk students; begin our own full day of kindergarten before the FDK grant; train teachers in best literacy practices; implement the 3 Tier and RTI models; offer After School Tutoring and summer jump start sessions; as well as purchase materials and technology to support these programs. TLSC has received Early

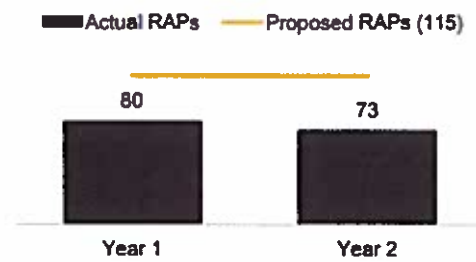
Intervention Grants from its inception which has allowed us to boost our literacy programs for our youngest students. We received Title I ARRA funds and continue to participate in the Title I, Title II, and Title III grant programs to ensure that our at risk populations have what they need to meet academic goals.

Out of School Program	# of students	Date	Program
Title I Club Extra- An after school tutoring club for 3 rd grade students not meeting grade level benchmark goals	40	2/2/2015 3/19/2016	After school tutoring for qualified 3 rd grade students; focus on reading and math; small group instruction; 3 days per week for 1 hour; transportation provided
Reading First Summer Supplemental	72	Summer 2018	Summer school for qualified K-3 students; focus on reading and language; 4 days per week for 4 weeks; transportation provided
Camp Wonder for entering Kindergarten students	40	Summer 2018	3 half-day kindergarten orientation sessions
Title I Supplemental Educational Services (SES) Oaklawn Elementary	57	2010-12	After school tutoring in reading and math to meet grade level expectations; provided by TLSC teacher via Wabash Valley Educational Services; 3 days per week for 1.5 hours; transportation provided
Coordinated Early Intervening Services (CEIS) for English Language Learners; included a Multicultural Family Tool kit training for parents	61 ENL students	2013-2015	After school tutoring in reading and math to meet grade level expectations for our English Language Learners; provided by TLSC teachers; included a 2 week summer session ; transportation provided
Title I Kindergarten Jump Start	40 incoming kindergarten students	August 2017 and 2018	3 week, ½ day kindergarten orientation jump start; transportation provided
Summer School for students entering K-3 and those failing the IREAD3 test in the spring	110	2 weeks in June over the past decade	Academic intervention in reading and math for students not meeting End of Year (EOY) benchmarks; TLSC teachers; transportation provided
Kindergarten Countdown Camp in conjunction with IU White Memorial Hospital and United Way	40	3 weeks in the summer; 2018 & 2019	3 hour M-F; Kindergarten orientation program; held at TLSC and taught by their certified kindergarten teachers



Program Participation and Participant Characteristics

School-Year Attendance

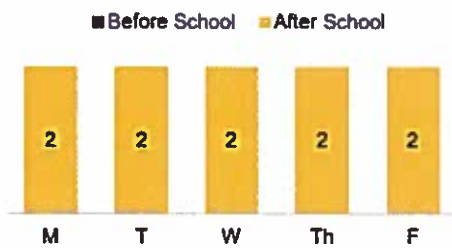


Race

Among 2018-2019 RAPs



Program Hours Offered per Week (2018-2019 School Year)



Free and Reduced Lunch

Among 2018-2019 RAPs



Total Attendance Days: 144
(2018-2019 School Year)

Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: 73
- Intermediate/Middle School: 0
- High School: 0

Opportunities for 2019-2020

Program Attendance: Attendance targets were not met during Year One or Year Two. Given the benefits of regular program participation, staff are encouraged to continue and refine recruitment/retention efforts. Collaborations with school staff, parents, and community partners are encouraged. Specifically, staff reported that there will be a focus on increasing the number of fourth and fifth grade students participating.

Arrival and Dismissal Policies & Procedures: As noted during the spring site visit, during the first 15 minutes prior to programming, many parents arrive to pick up students. As a result, a variety of parents and students are moving in and out of the building, which creates disruptions as staff work to ensure that students were checked in from the busses and assigned to the appropriate activities/leaders. These disruptions have the potential to create safety concerns for students and staff (Standards 9c, 19b, 20a).



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
73%	60%	60% of regular attendees will earn a "B" or better or increase their ELA grade from fall to spring.
86%	60%	60% of regular attendees will earn a "B" or better or increase their math grade from fall to spring.
67%	65%	65% of regularly attending PK students will pass the English/Language Arts portion of the spring ISTAR-KR.
67%	65%	65% of regularly attending PK students will pass the math portion of the spring ISTAR-KR.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
98%	60%	60% of students will report that the program has helped them make friends as measured by the Spring Quality Improvement Scale.
97%	60%	60% of students will report that the afterschool program has helped them make better decisions as measured by the Spring Improvement Scale.
99%	90%	90% of regular attendees will have no programmatic disciplinary action (annually).
100%	70%	70% of regular attendees will improve or need no improvement to classroom behavior in spring based on the Spring DOE Teacher Surveys.

Family Engagement Outcomes

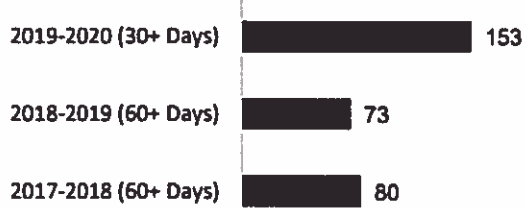
Outcome	Target	Performance Measure
82%	70%	70% of parents will report regular participation ("a few times a week" to "daily") in reading activities with their child as measured by the Spring Quality Improvement Scale.
98%	70%	70% of parents will report a high degree of involvement with the program (e.g., parents are welcomed in the program, parents are involved in decision-making) as measured by the Spring Quality Improvement Scale.



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

School-Year Program Attendance

Proposed RAPs per Year = 115



Total In-Person Attendance Days: 134

Last Day of In-Person Programming: 3/12/20

Last Day of Participants' School Year: 5/21/20

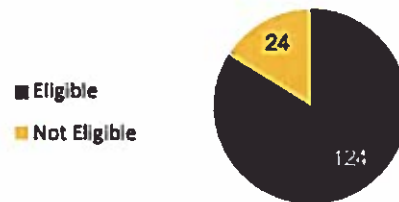
Participant Grade Level

Among 2019-2020 RAPs

- Elementary School: 153
- Intermediate/Middle School: 0
- High School: 0

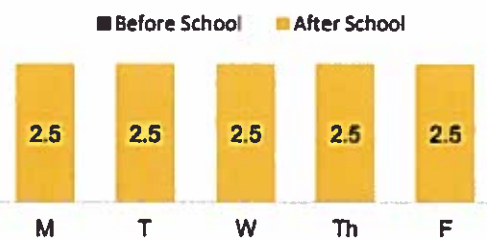
Free and Reduced Lunch

Among 2019-2020 RAPs



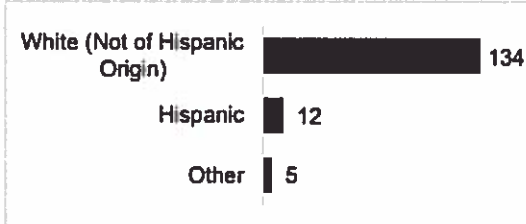
Program Hours Offered per Week

2019-2020 School Year



Race

Among 2019-2020 RAPs



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

During Year Three, program staff collaborated with their partners at the Boys and Girls Club to extend their hours and to offer additional programming, including STEM. As a result of program expansion efforts, overall participation in the program and the number of students attending regularly increased compared to prior years. Despite program closures in Spring 2020, the number of students attending 60 or more days more than doubled from Year 3 (n=73) to Year Three (n=151). As in prior years, site observations revealed evidence of high-quality programming, especially academic enrichment. The program provided strong academic activities that were logically tied to program performance measures and designed to promote academic improvements for youth who were struggling during the school day. During Year Three, seven of eight performance measures were met, which demonstrated improvements for students and their families in the areas of academic achievement, academic habits, social emotional learning, behavior, and family engagement. Based on planning activities, evaluation results, stakeholder feedback, and the IN-QPSA, program staff identified a) social-emotional learning (Standards 1-6), b) expansion of STEM activities, and c) improved health safeguards to respond to COVID-19 as areas for improvement (Standards 10g, 19, 21, 22).



2019-2020 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure	Notes
91%	60%	of regular attendees will earn a "B" or better or increase their ELA grade from fall to spring	
89%	60%	of regular attendees will earn a "B" or better or increase their math grade from fall to spring	
--	65%	of regularly attending KG students will pass the English/Language Arts portion of the spring ISTAR-KR (Literacy Priority)	Spring ISTAR-KR Assessment was not administered.
--	65%	of regularly attending KG students will pass the math portion of the spring ISTAR-KR	Spring ISTAR-KR Assessment was not administered.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure	Notes
98%	60%	of students will report that the program has helped them make friends (Spring Quality Improvement Scale)	
100%	60%	of students will report that the afterschool program has helped them make better decisions (Spring Quality Improvement Scale)	
99%	90%	of RAPs will have no programmatic disciplinary actions (annually)	
75%	70%	of regular attendees will improve or need no improvement in classroom behavior in spring based on the Spring DOE Teacher Surveys.	

Family Engagement Outcomes

Outcome	Target	Performance Measure	Notes
16%	70%	of parents will report regular participation ("a few times a week" to "daily") in reading activities with their child (Spring Quality Improvement Scale)	
95%	70%	of parents will report a high degree of involvement with the program (e.g., parents are welcomed in the program, parents are involved in decision-making) (Spring Quality Improvement Scale)	



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

Was your 21st CCLC program able to provide support to 21st CCLC students and families during Indiana’s COVID-19 Stay-at-Home order? **NO**

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

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

TLSC ensures equitable access to and participation in its Federally-assisted programs for students, teachers, and other program beneficiaries with special needs. Brochures will be distributed in potential participants’ native language. All TLSC elementary students are eligible for the 21st CCLC program. Those students receiving free or reduced lunch, students who are at risk for not passing statewide assessments, English Language Learners, and students with behavioral difficulties will be included in the target population. Students will be identified through beginning of year assessments, evidence of previous academic and behavioral struggles, communication with faculty and staff and teacher recommendation for enrollment in the program. Only those adult families of students who are actively participating in the regular 21st CCLC program will be served.

Twin Lakes School Corporation (TLSC), in conjunction with Boys and Girls Club of White County and Area IV Agency/Park Place Learning Center, wishes to start a 21st Century Community Learning Center program to provide our students with opportunities to support their learning and development. Activities will complement the students' regular academic program or prepare them to enter school. Our goal is to promote fun, innovative, and academically enriching activities that not only engage students, but extend their knowledge in new ways and increase academic achievement.

On January 1, 2014, Boys and Girls Club located a chapter at Meadowlawn Elementary for our students' after school needs. This popular program charges \$10 per year per student and is open five days a week after school until 6 p.m. Currently, over 500 students are enrolled in the club with nearly 200 in average daily attendance. Dan Fry, Unit Director, is working with us to craft a 21st CCLC program. Although they provide valuable programming for our students, we desire a more academic approach. They are outgrowing the space at Meadowlawn.

TLSC, Boys and Girls Club and many local community agencies are excited about the opportunity to continue our own 21st Century Community Learning Center Program. Michael Galvin, TLSC new superintendent, has brought a fresh vision to our school and community. Three years ago, Woodlawn Elementary School, was closed due to decreasing enrollment and economic constraints. The building is in good shape and has been housing the Twin Lakes School Food Pantry. We are negotiating with other agencies such as United Way, the community mentoring program through Region 4 Workforce Board, Community Partners/Bauer Family Resources and Purdue Extension Nutrition Education Program, and pursuing grants and funding to turn that building into the 21st CCLC program site as well as a center for several 501C3 agencies.

Woodlawn is located in a lower income neighborhood and at one time had 300 students attending with approximately 70% receiving free or reduced lunches. This is a good area to locate the 21st CCLC and the Boys and Girls Club and easily accessible to the other TLSC buildings. With a gym/cafeteria, library, 2 large kindergarten rooms with restrooms and outside exits, over 12 classrooms, a playground, garden area, and ample parking it would provide more than enough space for the 21st CCLC, Boys and Girls Club, mentoring and counseling and other related community agencies. This would provide convenient, collaborative, coordinated service to our at risk population within the TLSC district.

Twin Lakes 21st CCLC program will target high-poverty children and their families, PreK – 5th grade, and will be offered daily during the school year and for six weeks in June and July (starting in 2018). The Program Director will be a TLSC employee and will collaborate with 21st CCLC staff, Title I staff, TLSC administrators, and classroom teachers to assure continuity between the school curriculum and 21st CCLC programming.

An independent external program evaluation will be conducted by Dr. Dan Diehl. Dr. Diehl will work closely with the 21st CCLC Program Director and partners to coordinate services.

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and Math		<p>1.1.1) 60% of regular attendees will earn a "B" or better or increase their ELA grade from fall to spring (<i>Literacy Priority</i>).</p> <p>1.1.2) 60% of regular attendees will earn a "B" or better or increase their math grade from fall to spring.</p> <p>1.1.3) 70% of regular attendees will improve or need no improvement to 'academic performance' in spring based on the Spring DOE Teacher Surveys.</p>	<p>1.1.1-1.1.2) Final Report Card Grades for Math and ELA (Fall and Spring)</p> <p>1.1.3) DOE Teacher Survey</p>

	1.2) Improve academic habits		1.2.1) 70% of regular attendees will improve or need no improvement to 'completing homework to their teacher's satisfaction' in spring based on the Spring DOE Teacher Surveys.	1.2.1) DOE Teacher Survey
2) Improve social and behavioral outcomes	2.1) Improve social/emotional learning		2.1.1) 60% of students will report that the program has helped them make friends as measured by the Spring Quality Improvement Scale. 2.1.2) 60% of students will report that the afterschool program has helped them make better decisions as measured by the Spring Quality Improvement Scale.	2.1.1-2.1.2) Quality Improvement Scale Diehl Survey (Spring)
	2.2 Improve in-school or afterschool behavior		2.2.1) 90% of RAPs will have no programmatic disciplinary actions (annually). 2.2.2) 70% of regular attendees will improve or need no improvement to 'classroom behavior' in spring based on the Spring DOE Teacher Surveys.	2.2.1) Program Disciplinary Records 2.2.2) DOE Teacher Survey
3) Increase family involvement	3.1 Increase family involvement with students' education at home		3.1.1) 70% of parents will report regular participation ("a few times a week" to "daily") in reading activities with their child as measured by the Spring Quality Improvement Scale (<i>Literacy Priority</i>).	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	3.2 Increase family involvement with students' school		3.2.1) 80% of parents will attend at least 1 school-sponsored family session (annually) as reported on the Spring Quality Improvement Scale.	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

Our 21st CCLC program will disseminate understandable and accessible information about the program including a description of services, location and how to access the program. The Program Director will be a full time employee of the corporation with corporation email and

access to student information on SDS. The Director will attend TLSC faculty meetings and professional development when available. School day calendars will be shared with after school staff to insure continuity between the two. A monthly article will be included in each school's monthly newsletter that will go home with students, parents, teachers and community partners. Information about the program will also be distributed via internet and Facebook.

TLSC 21st CCLC program will equitably serve students in the district who attend non-public school by disseminating program information through the website, social media, and the local newspaper. There are currently no private schools within the district, however, there are some home schooled students. Student academic records will be accessed through SDS and by cooperating with TLSC principals, Title I Director, and classroom teachers. The Title I Director collects the same data and this will be shared on an ongoing, cooperative, and efficient manner. TLSC 21st CCLC program will share information on student progress in the program with the regular school-day staff and the families of participating students. Three yearly data summaries will be shared with TLSC staff. These evaluations will demonstrate academic achievement and progress toward goals. Through the Canyen program, attendance, demographic, academic achievement, programming, and objectives information can be obtained at any time.

Programming will be adjusted to better meet student needs on an ongoing basis. We know that engaging families in children's learning has a powerful, positive, and lasting impact on students' academic outcomes. By hiring TLSC staff we will have teachers who are familiar with students' and their backgrounds. They spend time in the community, invite parents to observe in classrooms, and embrace parents as partners. By working together with TLSC, Boys and Girls Club, Area IV Park Place Learning Center, community mentors and other community agencies, we can cultivate links with community partners and our families to expand available resources.

We will:

*Focus on improving student outcomes and keep families' current with students' progress.

TLSC teachers and 21st CCLC will work together to explain data and provide recommendations.

*Communicate frequently with families about their child's progress and ways they can address their child's learning needs and interests.

*Collaborate with parents to identify students' needs and interests such as music, sports, fitness, technology, etc. and incorporate them in our 21st CCLC program.

*Hold relevant and engaging programming for families that include literacy but also art or music night, math games, cooking, or family gardening.

*Provide a family room at school along with a food pantry and clothing and school supply room

*Provide classes for parents to support their families financially, leadership development, and family literacy nights

Topics will be chosen after surveys about desired issues are completed by parents. Monthly sessions will be scheduled at 5:30 PM with a donated meal served. The meal will allow parents, staff and students to communicate and come together in an informal way. Translators will be available as needed.

As a Community Action Program, Area IV Park Place Learning Center places importance on serving disadvantaged families by supplementing the Learning Center programming with funding from the Community Services Block Grant. Our Family Development Program works with families towards financial literacy, increased education and skill development; employment above and beyond minimum wage; safe and affordable housing; and offers opportunities to gain self- sufficiency and overcome poverty.

Student academic records will be accessed through SDS and by cooperating with TLSC principals, Title I Director, and classroom teachers. The Title I Director collects the same data and this will be shared on an ongoing, cooperative, and efficient manner. TLSC 21st CCLC program will share information on student progress in the program with the regular school-day staff and the families of participating students. Three yearly data summaries will be shared with TLSC staff. These evaluations will demonstrate academic achievement and progress toward goals. Through the EZEval program, attendance, demographic, academic achievement, programming, and objectives information can be obtained at any time. Programming will be adjusted to better meet student needs on an ongoing basis.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

The Multi-Tiered System of Supports (MTSS) team will be the entry point to the discussion of SEL. The MTSS team will become the SEL Advisory team for schools and the 21st Century program along with White County Boys and Girls Club. The SEL comprehensive program and SEL Advisory Team will be development within the current structure of the MTSS model that exists in the school.

The Regional Educational Laboratory (REL) Midwest Educator Effectiveness Research Alliance, REL MidEest developed a tool to help district and school administrators gauge the extent to which district and school leaders have the necessary training, support, and school culture to facilitate the identification and ongoing professional development of teacher leaders. The results of this assessment can be used to generate a list of areas for improvement, resources needed, and next steps to increase readiness to cultivate effective teacher leadership. This will be taken to align our professional development and allow us to bring in experts in the field to help all our program staff, site coordinator, school day staff, and any volunteers that work with our students. All staff will participate in the self-assessing social and emotion assessment tool. The Regional Educational Laboratory (REL) Educator Effectiveness Research Alliance, REL MidEest and the

Center on Great Teachers and Leaders developed this tool for staff to self-assess their knowledge, skills, and competencies to service students related to SEL. All staff will use this tool to assess their level of re Integrate SEL into all parts of the curriculum.

At a quick glance, it may appear "easier" to find ways to teach SEL in the language arts standards, but it is important that SEL be integrated across the all content areas. Critical thinking, decision-making, perseverance, making connections, and conflict mediation spans all coursework and are key employability skills. As after school staff, it is our role to teach our students that SEL is not only vital for academic success, but it is also critical for students' college and career success.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in Section 8) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). ***Type of data to be collected.*** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, school achievement data, and programmatic behavior data. Data are described in detail in **Table 11.1**. ***When data will be collected.*** Timelines for data collection are included in **Table 11.1**. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. ***Instruments used to collect data.*** Instruments have been developed/identified to address all aspects of the evaluation plan (see **Table 11.1**).

Table 11.1 Data Sources, Instruments, and Data Collection Timeline	
Data Type/ Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM)
Demographics: <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. PM: All
Achievement: <i>Spring (Annually)</i>	Student Report Card Grades (K-5): The evaluation will examine participants' semester report card grades (reading, math). PM: 1.1.1, 1.1.2
Attendance: <i>Entered weekly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance

	graduation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i>	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 1.1.3, 1.2.1, 2.2.2</i>
Stakeholder Perceptions of Program Quality: <i>Fall and spring (Annually)</i>	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 2.1.1, 2.1.2, 3.1.1, 3.2.1</i>
Site Observations: <i>Fall and spring (Annually)</i>	IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.
Behavior: <i>Spring (Annually)</i>	Program Disciplinary Referrals: Number of referrals for disciplinary reasons recorded during afterschool programming. <i>PM: 2.2.1</i>

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

2. Local Evaluator

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

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

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template has been created by DCG that aligns with Indiana’s 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report. **Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):** DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-*

QPSA Assessment Team of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the development of programming and the evaluation. Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

Table 11.2 21st GGLC Report Timeline		
Report Type/ Description	Report Date	Required Components
Aggregated Final Report (Summative) Provides summative evaluation results for all four years of the grant, reports progress for all performance measures.	summer '25	<i>Program Quality, Attendance Trends, Performance Measures</i>
Year End Report (Summative) Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends.	summer '22, '23, '24, '25	
Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
Stakeholder Survey Reports (Formative) Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff.	Jan./June annually	<i>Program Quality</i>
Site Visit Report (Formative) Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
IN-QPSA Report and Action Plan (Formative) Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> .	annually	
Program Improvement Worksheet The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline.	ongoing	

3. Strategies of Measurement

Relevance. Performance measures have been developed and are included in the Program Implementation table. The selected measures have been developed in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans. Performance measures provide valid measures for examining each of the program's required goals. In the following table, measurement strategies are described for 21st CCLC performance measures

Table 11.3 Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	
Academic Achievement	Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPS who have increased their grade or maintained a B or higher. Additionally, teacher perceptions of students' improvements related to academic performance will be drawn from the DOE Teacher Survey. Academic enrichment and tutoring are critical components of the 21 st CCLC program, and academic improvements are expected for program participants.
Academic Habits	Teachers' perceptions of homework completion will be examined using the DOE Teacher Survey. Given the program's focus on homework help and tutoring, it is theorized to support improvements to homework completion.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning will be assessed using the Quality Improvement Scale. Specific items utilized will measure students' ability to make friends and to make better decisions. A variety of group, character education, and teambuilding activities will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes, including social connections and decision making.
In-School or Afterschool Behavior	Behavior will be assessed using programmatic disciplinary records and the DOE Teacher Survey. From the teacher survey, teacher perceptions of students' improvements related to classroom behavior will be examined. Programming offered through 21 st CCLC supports pro-social behaviors and is theorized to support decreased disciplinary infractions during program time and in the classroom.
Family Engagement	
Family Involvement in Student's Education at Home	Family engagement will be measured using items from the Quality Improvement Scale. Specifically, the evaluation will examine the frequency of parents' participation in reading activities with their child. As a literacy priority program, family engagement will involve a strong focus on literacy, and improvements in this area are expected. Moreover, the program will promote family literacy through parent and family events.
Family Involvement	Families' involvement with their students' schools will be assessed by the percentage of family members who report attending school-sponsored family events on parent/caretaker version the Quality Improvement Scale.

with Student's School

The program will support the relationship between families and their children's schools by serving as a convener for the community and liaison for families.

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

The safety of 21st CCLC participants will be maintained on site by requiring parent sign out, checking identification, keeping all school doors locked and secure at all times. All participants in the 21s CCLC are also members of the Boys and Girls Club of White County. Students have scan cards and they are scanned into the system once entering the building. When students leave their card is once again scanned before exiting.

Woodlawn School is up to date with a secure, central point of entrance and defined visitor management system as described in the TLSC school safety and emergency plan. All staff will have a background check completed before being allowed to work, volunteer, or chaperone within the program. Written permission will be required for off-site trips.

Program Director and licensed teachers will require license and/or college degrees. Verification of these requirements include licenses, transcripts, certificate, and/or diplomas. Copies will be maintained at TLSC central office.

The Indiana Afterschool Network Top Ten standards on safety, health, and nutrition will be maintained. Standard 19 states that *the safety and security of all children are protected and that there are no observable safety hazards in the program space and that equipment for active play is safe.*

Transportation will be provided by Twin Lakes School Corporation to the 21st CCLC location at Woodlawn School. A designated 21st CCLC Program bus or buses will transport students directly from their home school in a timely manner. Summer program

transportation will be provided by coordinating designated pick up locations for students. The program will follow the safety plan of the Twin Lakes School Corporation. Fire and tornado drills along with active shooter drills will be conducted according to state guidelines. All employees will have a background check through Safe Schools along with a CPS check completed. Staff will also have training from the Twin Lakes School Corporation's counselors on how to deescalate students and how to report any concerns to Child Protective Service.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

Sustainability will be accomplished through the partnerships with Twin Lakes School Corporation and the Boys and Girls Club of White County. Space, utilities, staffing for remediation and tutors, USDA snacks, and fiscal responsibilities will continue.

We will continue to partner with the Monticello Union Township Public Library, Twin Lakes School Food Pantry, Purdue Extension Nutrition Education Program, Community Mentoring Program, White County PRIDE Program, White County United Way, Monticello Parks Department, School Resource Officers, and the High School National Honor Society. We plan to develop new partnerships and explore grant opportunities to enhance and sustain programming. We have been in communication with North Central Health Services, Early Education Matching Grants, Community Partners/Bauer Family Resources, and Children's Mental Health Initiative through Wabash Valley Alliance to secure future grants, gain support, and offer services to our students and families.

We will continue to refine the program, secure new community collaborations, communicate success and challenges to stakeholders, secure matching in-kind funds for year 3 and 4. We will increase community and school support through shared staff and realignment of services. Twin Lakes is dedicated to making this program a top priority even if funding

would be decreased or removed entirely. To ensure our students have a latch key program to attend after school, Twin Lakes will dedicate dollars from the general fund to support the Woodlawn Community Center. Currently Twin Lakes School Corporation has 1.5 million dollars in its rainy day fund. This fund would allow us to pay expenses for the program and has been earmarked to assist with the program. The White County United Way also supports the center by providing quarterly grant application in the amount of \$1,500 to \$40,000. The overall goals of the program would continue and are sustainable. Students would be provided an opportunity to receive after school tutoring with a focus on SEL, STEM and literacy. An assessment would be completed to gauge how many employees, volunteers, and students would be involved. Sponsors for Family Nights have been identified and will continue to fulfill our goals.

APPLICATION CHECKLIST

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

**Memorandum of Understanding
Between
Boys & Girls Club of White County
And
Twin Lakes School Corporation**

This Memorandum of Understanding (MOU) establishes a relationship between Boys & Girls Club of White County, a unit of Lyn Treece Boys & Girls of Tippecanoe County and Twin Lakes School Corporation, specifically Meadowlawn Elementary School.

I. MISSION

The mission of the Boys & Girls Club of White County is to enable all young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens. This will be accomplished through the establishment of after-school programming for children enrolled in grades Kindergarten – 12.

The mission of the Twin Lakes School Corporation is to provide learning opportunities within a safe and enriching environment that will prepare our students to accept their responsibilities as productive citizens and to be prepared for lifelong learning.

Together, the Parties enter into this Memorandum of Understanding to mutually promote the personal, academic, and physical development of youth in White County. Accordingly, the Boys & Girls Club of White County and Twin Lakes School Corporation, operating under this MOU, agree as follows:

II. PURPOSE AND SCOPE

1. Boys & Girls Club of White County and Twin Lakes School Corporation are establishing this collaboration to mutually benefit families and children in White County by providing affordable and consistent after-school programming.
2. The target population is children enrolled in Kindergarten – 12 in any White County school, or with a home-school affiliation to a White County school.
3. The target population will have the opportunity to participate in effective, proven programming in a safe, familiar environment.

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:

Jennifer Ousley, Boys & Girls Club of White County Advisory Council President
(574) 870-2830 PO Box 196 Monticello, IN 47960

Ms. Debbie Metzger, Twin Lakes School Corporation Interim Superintendent
(574) 583-7211 565 South Main Street Monticello, IN 47960

The organizations agree to the following tasks for this MOU:

Boys & Girls Club of White County will:

- Interview, hire/retain, and train all employees, interns, and volunteers
- Follow national standards of programming and expectations of youth development
- Maintain the order and cleanliness of facilities and materials
- Encourage an open, transparent relationship between the parties

Twin Lakes School Corporation will:

- Provide physical space and technology at no financial cost
- Serve as information resource to the extent that daily school operations are not compromised
- Promote and support the mission and goals of the Boys & Girls Club of White County

IV. TERMS OF UNDERSTANDING

The term of this MOU is for a period of two years from the effective date of this agreement and may be extended upon written mutual agreement. It shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate this MOU upon sixty (60) days written notice without penalties or liabilities.

Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, 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 its further development.

Boys & Girls Club of White County

By: Jennifer L. Ousley
Jennifer Ousley
Advisory Council President

Date: 8/4/20

Twin Lakes School Corporation

By: Debbie Metzger
Ms. Debbie Metzger
Interim Superintendent

Date: 8/3/2020



IDOE 21st CCLC Program Professional Development Plan

Program Name	Twin Lakes School Corporation
Program Director	Debbie Metzger

Professional Development Planning Process Reflection

The bullet points below are meant to help you plan your annual professional development plan. Please use them as a guide as you plan the training you will offer of the program year—including any conferences, external training, or training offered 'in-house'.

- **IN-QPSA**
 - Based on the results of your most recently completed IN-QPSA, what standards have you identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to improve the quality of your program/s?
- **Local Evaluation Report**
 - Based on your most recent local evaluation report, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- **Monitoring Visit**
 - Based on the results of your most recent IDOE monitoring visit, what areas of improvement were identified as needing focus or attention in the coming months to improve program quality? How might you consider focusing your professional development plan to address these concerns?
- **Staff Feedback**
 - What input have you received from staff (program director, site coordinators, direct service staff) that might help to inform your professional development plan? How will you integrate that feedback into the components of the plan?
- **Collaborative Opportunities with Stakeholders**
 - What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?



IDOE 21st CCLC Program Professional Development Plan

Program Name	Twin Lakes School Corporation
Program Director	Debbie Metzger
Dates of Implementation	June 1, 2021—June 30, 2025 Cohort 10

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
Trauma Informed Schools	Strobel Education	Improve strategies to build resilient students	Improved interaction with students from traumatic backgrounds	Front Line Staff – 6 Program Director (Attends Free)	6	\$2,500	100% from CCLC	Feb. 2023	Relationship & Communication
Growth Mindset	Strobel Education	Learn strategies to implement a growth mindset curriculum	Improve greater motivation levels and higher achievement for students in their classrooms.	All Staff (Summer PDP Site Coordinator -1 (Attends Free) Program Director- 1 (Attends Free)	2 days	\$1,000	100% from CCLC	May 2022	Relationship & Communication
Restorative Practices in PBIS	Incompas Education	Gather resources for training, fidelity and evaluation of practice	Implement restorative practice in a multi-tiered framework	Front Line Staff – 10 Program Supervisor	6 hours	\$1,000	100% from CCLC	Aug 2022	Applied Human Development



IDOE 21st CCLC Program Professional Development Plan

Mindfulness for Better Teaching and Learning	Indiana University	Learn techniques for engaging diverse learners in mindfulness practices to improve focus, engagement, and motivation	Practice mindfulness activities throughout club time to build students' social and emotional skills, such as kindness, peace of mind, and resilience	All CCTC Staff Members – Participate every other Wednesday from 2:30-3:15	Total of 30 hours 15hrs 1 st semester 15 hrs 2 nd semester	FREE	100% Eil Lilly Counselling Grant	Aug. 2023- May 2024	Relationship & Communication
ACES Training	Central Iowa ACE's 360	Become informed champions for healing and preventing adverse childhood experiences	Take informed actions that help all students heal from trauma and thrive	All CTC Staff Members – Participate 1 time a quarter for a total 12 hours training for the year.	12 hours	FREE	100% Eil Lilly Counselling Grant	Aug. 2022- May 2023	Relationship & Communication

Professional Development Plan Cost:

Total Estimated Cost	\$4,500.00	% of Total Budget	%3
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