



**APPLICATION COVER PAGE**

<b>NAME OF LEA OR ORGANIZATION</b>	<b>VINCENNES UNIVERSITY</b>
<b>ADDRESS</b>	<b>6501 WAYNE TRACE, FORT WAYNE, IN 46816</b>
<b>COUNTY</b>	<b>ALLEN</b>
<b>NAME OF CONTACT PERSON</b>	<b>ODELET NANCE</b>
<b>TITLE</b>	<b>ASSISTANT DEAN OF INSTRUCTION-EARLY COLLEGE</b>
<b>PHONE NUMBER</b>	<b>260-446-0240 EXT 7502</b>
<b>EMAIL</b>	<b>ONANCE@VINU.EDU</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>DR LAURA TREANOR, PROVOST</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>PROVOST@VINU.EDU</b>

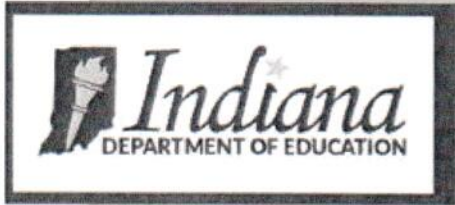
<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>MAIN STREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	<i>78%</i>	<i>C</i>	<i>80</i>	<i>K-5<sup>TH</sup></i>
<b>SOUTHWICK ELEMENTARY</b>	<b>89%</b>	<b>D</b>	<b>80</b>	<b>K-2</b>
<b>PRINCE CHAPMAN ACADEMY</b>	<b>74%</b>	<b>D</b>	<b>80</b>	<b>3-6</b>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
<b>SOUTHWICK ELEMENTARY SCHOOL</b>	<b>6500 WAYNE TRACE 46816</b>	<b>FORT WAYNE/ALLEN</b>



<b>PRINCE CHAPMAN ACADEMY</b>	<b>4808 E. PAULDING RD. 46816</b>	<b>FORT WAYNE/ALLEN</b>
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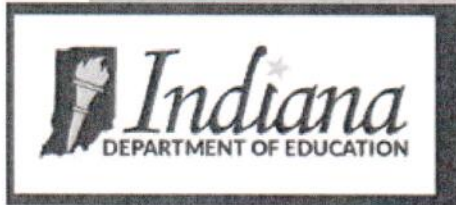
<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>7</b>
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</b>	<b>LITERACY</b>
<b><u>OPERATING HOURS</u></b> (AFTER-SCHOOL, BEFORE-SCHOOL, 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>No</b>



## ASSURANCES (2.5 POINTS)

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;



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

- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to



# 21<sup>ST</sup> CCLC

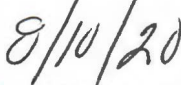
- terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally 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.
  - 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.

Vincennes University

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Applicant Name (LEA or Organization)

  
Authorized Signature

  
Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and the East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the June 1, 2021 – May 31, 2025, grant term at Southwick Elementary School and Prince Chapman Academy. This MOU shall remain in effect until terminated by either party. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

- I. Joint Responsibilities of the School and Vincennes University Early College Programs**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Responsibilities of Vincennes University Early College**
  - a. Recruit, hire, provide background checks via EACS process, and train all program staff in cooperation with the School.
  - b. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - c. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - d. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - e. Invite designated School staff to attend after-school staff meetings.
  - f. Attend School staff meetings as determined by the school principal or central administration.
  - g. VU Early College Fort Wayne will report directly to a CCLCP Advisory Committee composed of representatives from partner schools and partner agencies. The Advisory Committee will provide guidance to the relative to financial issues and programmatic issues affecting program performance. Specifically, the Advisory Committee will meet, at minimum, on a monthly basis and will provide direction on any proposed budget modifications, personnel decisions and program planning

- h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.
- i. Ensure the respectful treatment of School property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. Maintain appropriate insurance coverage.
- m. Damages and insurance: Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000


*Note: Excess coverage is acceptable to meet the minimum requirements.*

**III. Responsibilities of East Allen County Schools**

- a. Inform parents about 21st Century Community Learning Center sites and the services provided by distributing materials (appropriate number of copies to be provided by VU Early College Office) to communicate the 21st Century learning site(s) opportunities;
- b. Provide requested educational information for identified students participating in the program following receipt of an appropriate parent/student release form signed by parent(s);
- c. EACS will actively participate in CCLC activities and will have representation at all program meetings and membership on the Advisory committee.
- d. EACS will provide staff to assist with the development of the CCLC program with an estimated in-kind value of \$TBD per year. This excludes any direct services related to the implementation of the CCLC program, but includes administrative participation and leadership such as professional development opportunities, service coordination (e.g. transportation) and strategic planning.
- e. EACS will provide transportation for participating students with remuneration from this 21st Century program and will coordinate with Vincennes University Early College to schedule the transportation for participating students in this 21st Century program for transportation to special events, based upon availability.
- f. EACS will provide the facilities as an in-kind contribution during after-school hours for participating EACS students with an estimated in-kind value of \$TBD per year

- g. EACS will provide the transportation as an in-kind contribution for the after-school hours for participating EACS students with an estimated in-kind value of \$TBD per year
- h. EACS will participate in program evaluation processes, as required by the Indiana Department of Education, by maintaining appropriate student records and engaging in data collection as required.
- i. Participate as a member of the Community Advisory Committee.

Agreed on this day, 08/04/2020, by  
(Month/day/year)

  
\_\_\_\_\_  
Marilyn Hissong  
Superintendent  
East Allen County Schools

*Odelet Nance, PhD* 8/5/2020  
\_\_\_\_\_  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne, IN  
Vincennes University



Garwood Consulting and the Vincennes University  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the “**Agreement**”) is made and entered into as of the **11th** day of **August, 2020** (the “**Effective Date**”), by and between **Garwood Consulting** and the Vincennes University on behalf of itself and each of its participating schools (collectively, “**Organization**”). For purposes of this Agreement, Garwood Consulting and the Organization shall be referred to individually as a “**Party**” and collectively as the “**Parties**”.

**WHEREAS, Garwood Consulting** provides consulting services, program evaluation, data management and technical support

**WHEREAS**, the Organization wants to empower students to succeed in school, college, careers and life and believes that Garwood Consulting evaluation services will help in program improvement and

**WHEREAS, Garwood Consulting** and the Organization desire to create an agreement for program evaluation purposes

**NOW, THEREFORE**, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

**Responsibilities of Garwood Consulting:**

Provide continuous improvement feedback, professional development for staff, strategic planning, technical support, and produce an annual evaluation in accordance with performance measures.

**Responsibilities of the Organization:**

To provide data for the purposes of evaluation, to participate in interviews, and assist with facilitating focus groups for parents and students

**Term:**

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless Garwood Consulting or the Organization give one month notice of termination.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of Indiana, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**Garwood Consulting**

Vincennes University

Signed:



Signed: Odelet Nance, PhD

Print: Jamie Garwood

Print: Odelet Nance, PhD

Title: Consultant

Title: VU Assistant Dean of Instruction-Early College

Date: 8/12/20

Date: 8/12/2020

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Amani Family Services, Inc. agrees to:**

- a. Amani Family Services, Inc. will provide Bicultural Adjustment Groups for students and Cultural Competency Consulting while participating in CCLP during 2020-21.
- b. For 2021-22, Amani Family Services, Inc. will provide a full-time Family Advocate/Liaison (with interpretation, as needed) to assist students and parents in navigating the East Allen Community School, as well as college and career readiness prep. Amani will also provide Bicultural Adjustment Groups for students as well as individual group and Cultural Competency Consulting.
- c. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- d. Partnership will be reviewed and revised annually.



Name: IRENE PAXIA  
Title: Executive Director  
Organization: Amani Family Services

7/30/2020  
Date

Odelet Nance

8/6/2020

Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

Date

As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, **Latinos Count Inc.** agrees to the following:

a. Provide eighteen (18) college preparatory and leadership development workshops during the spring semester for the 2020-2021 school year. The workshops will be held after school, and each session will be 60-75 minutes in length for students attending either East Allen University or Prince Chapman Academy. The workshops shall include the following topics:

1. **Understanding the Ten Most Important Skills Sought by Employers:** Students will be divided into small groups to identify the top ten skills. This activity will be followed by a presentation about the hiring needs of employers by human resource representatives from two local companies, **Fort Wayne Metals** and **Sabert Food Packaging**.

2. **Hungry, humble and hard working:** Understanding the soft skills sought by **Pizza Hut**. Interaction with **Todd Roberts**, Director of People and Culture, and Latino and African-American store managers and assistant managers.

3. **Fortune Teller:** Interactive exercise in which students will be asked to talk about where they will be in the year 2030.

4. **Who Are You?** Utilizing material developed by Clifton Youth Strengths Explorer, students will understand their personal assets and strengths. A certified coach will lead discussion. There is a material cost of \$10 per student in addition to cost of producing and organizing the sessions. **(Two sessions)**

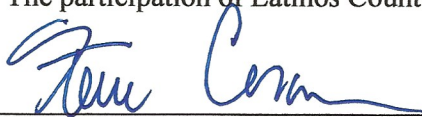
5. **What is Your Exit Strategy?** Students will speak with young adults who have taken a pathway following graduation from high school. The pathways include school to work, school to military service, school to college, and school to a skilled trades/apprenticeship. **(Four sessions)**

6. **Career Exploration:** Students will speak with Latino and African American role models who are engaged in a variety of professions. The role models will talk about their personal journey and the importance of additional learning beyond high school. **(Nine sessions)**

b. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.

c. In consideration for the above services and material regarding the 18 sessions, Latinos Count shall be paid \$5000 plus the per student cost of \$10 per student for the Clifton Youth Strengths Explorer. One half of the amount (\$2500) shall be paid no later than January 1, 2021 with the remaining portion to be paid upon the completion of the program.

d. The participation of Latinos Count Inc. in the CCLP partnership will be reviewed and revised annually.



Steve Corona  
Executive Director  
Latinos Count Inc.

June 11, 2020

Date



Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/5/2020

Date

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### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
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  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
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  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
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Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, (Insert Name of Community Partner) agrees to: (please edit & insert what organization will provide):**

- a. Girlz Rock will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, Girlz Rock will provide a total of 28 sessions. Each session will be 60 to 90 minutes in length and will be scheduled after school. They will cover topics in four areas: Academic Achievement and Career Exploration, Financial Literacy and Awareness, Health and Wellness, Including Mental Health, and Social Capital Development, Social Skills, Civic Engagement, and Etiquette.
- c. Parent sessions will be offered every other month. Each session will be 30 minutes in length. The purpose is to create meaningful discussion and provide feedback to the school administration concerning student success, parental involvement, community relations, and district and/or school policies.
- d. Girlz Rock will provide Summer Roundtables for parents, during the months of June and July. The goal is to gauge interests, increase participation, share feedback from the previous academic year and discuss programming ideas for the upcoming academic year. The summer kick-off will be used to create meaningful conversation and connection between parents and school officials prior to the fall semester in a safe, non-threatening environment that encourages openness, honesty, and transparency.
- e. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- f. Partnership will be reviewed and revised annually.

*Denita Washington*

8/11/20

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Name: Denita Washington  
Title: Consultant  
Organization: Girlz Rock

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Date

*Odelet Nance*

8/11/20

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

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Date



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- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Father1st Mentoring & Life Coaching, Mentoring agrees to provide the following services:**

- a. Father1st Mentoring & Life Coaching will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, \_Father1st \_\_\_\_\_ will provide \_leadership,responsibility, and decision making\_\_\_\_\_.
- c. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- d. Partnership will be reviewed and revised annually.

Robert Davis

\_\_\_\_\_  
Name: Robert Davis  
Title: Mentor/ Speaker  
Organization: Father1st Mentoring &Life Coaching

8/3/2020  
\_\_\_\_\_  
Date

*Odelet Nance, PhD*

\_\_\_\_\_  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/5/2020  
\_\_\_\_\_  
Date

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, DREEM Coalition agrees to provide the following services:**

- a. DREEM Coalition will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. DREEM Coalition will provide 2 recruitment sessions during the Fall semester.
- c. For 2021-22, Dreem Coalition will provide the following for Elementary school students: DREEM Clinic, an imaginary city of medical professionals, role-play day, with dress-up and pictures, a Medical Word of the Week scavenger hunt, Heart/Lung/Bones exercise and drawing stations, and a Sensory Station to teach about the five senses.
- d. The team will present these 5 sessions at Prince Chapman Academy on Mondays, 4:30 to 6:30, for one academic calendar year.
- e. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- f. Partnership will be reviewed and revised annually.

*Richelle Humphrey*

8/11/20

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Name: Richelle Humphrey  
Title: Director  
Organization: DREEM Coalition

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Date

*Odelet Nance*

8/11/20

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

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Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools ("School") agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term at Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

#### **I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**

- a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
- b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
- c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
- d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program's students.
- e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.

#### **II. Vincennes University Early College agrees to:**

- a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
- b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
- c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
- d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
- e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
- f. Invite designated School staff to attend after-school staff meetings.
- g. Attend School staff meetings as determined by the school principal or central administration.
- h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*



**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, (Ivy Tech Community College Fort Wayne campus agrees to provide the following:**

- a. Chris Douse will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, Ivy Tech Community College Fort Wayne will provide an I - Explore visit/activity that focuses on elementary and middle school students (physical or virtually on the following days: **November 5, 2020, February 4, 2021, April 15, 2021.**
- c. Career Coaching and Employer Connections will provide career explorations workshops.
- d. Chris Douse will participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- e. Partnership will be reviewed and revised annually.

  
Jerrilee Mosier (Jun 16, 2020 13:28 CDT)

Name: Jerrilee K. Mosier, Ed.D.

Title: Chancellor

Organization: Ivy Tech Community College – Fort Wayne

6/16/2020

Date

*Odelet Nance, PhD*

Odelet Nance, PhD

Assistant Dean, Early College Programs-Fort Wayne

Vincennes University

6/25/2020

Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

#### **I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**

- a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
- b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
- c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
- d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
- e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.

#### **II. Vincennes University Early College agrees to:**

- a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
- b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
- c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
- d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
- e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
- f. Invite designated School staff to attend after-school staff meetings.
- g. Attend School staff meetings as determined by the school principal or central administration.
- h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
  
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Purdue Fort Wayne (PFW) agrees to provide the following services:**

- a. PFW will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, PFW will provide two to three college workshops per academic year.
- c. PFW will provide an opportunity for students to visit the PFW campus.
- d. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- e. Partnership will be reviewed and revised annually.

Alisa Thompson, Purdue Fort Wayne

June 4, 2020

\_\_\_\_\_  
Name: Alisa Thompson

\_\_\_\_\_  
Date

Title:

Organization: Purdue Fort Wayne

*Odelet Nance*

6/4/20

\_\_\_\_\_  
Odelet Nance, PhD

\_\_\_\_\_  
Date

Assistant Dean, Early College Programs-Fort Wayne

Vincennes University

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
  
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, (Insert Name of Community Partner) agrees to: (please edit & insert what organization will provide):**

- a. BF Goodrich will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- c. Partnership will be reviewed and revised annually.

Terry Redmile  
Name: Terry Redmile  
Title: Plant Manager  
Organization: BF Goodrich

7/1/20  
Date: July 1, 2020

Odelet Nance, PhD  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/5/2020  
Date





## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

**Note:** Excess coverage is acceptable to meet the minimum requirement.

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, In The Beginning Literacy, agrees to provide the following services:**

- a. In The Beginning Literacy will provide instructional support and professional development in literacy for teachers and/or facilitators implementing the Exploring Careers Through Literacy curriculum.
- b. For 2021-22, In The Beginning Literacy will provide the Exploring Careers Through Literacy curriculum package and instruction.
- c. Two to three 90-minute professional development sessions with teachers and/or facilitators via webinar or video conference.
- d. Support and evaluation during implementation of program including, 30 days after implementation, a 90-day follow up, and final 6-month follow-up.
- e. Partnership will be reviewed and revised annually.
- f. Compensation for services:
  - \$1500-Curriculum Development and Curriculum Package
  - \$600- 2-3-90 Minute Professional Development Sessions with Faculty
  - \$400-Support & Evaluation
  - Total-\$2500

*Shaneena Rolfe*

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Name: Shaneena Rolfe, Ed. S.  
Title: Literacy Consultant  
Organization: In The Beginning Literacy

7/21/2020

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Date

*Odelet Nance, PhD*

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/5/2020

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Date

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
  - j. Ensure that all applicable local and state requirements for staff clearances are met.
  - k. Develop protocol for emergency notification of parents and/or guardians.
1. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum requirement.*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, A is for Apple Pie agrees to:**

- a. A is for Apple Pie will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, A is for Apple Pie will provide students grades 3 – 6 with opportunities for new, hands-on, academically enriching learning experiences through standards-based mini-lessons delivered cooperatively between A is for Apple Pie staff and high school team leaders. Program participants will receive tutoring and supplemental education in the core subjects of Language Arts, Math, Social Studies and Science in a way that incorporates real world application.
- c. a release of liability statement
- d. a survey of food allergies from all participants, from partnering organization
- e. update participant health information throughout the partnership, from partnering organization
- f. Partnership will be reviewed and revised annually.

*Seianna McCray*

8/11/20

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Name: Seianna McCray  
Title: Dean  
Organization: A is for Apple Pie

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Date

*Odelet Nance*

8/11/20

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

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Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term at Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.

- e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
- f. Invite designated School staff to attend after-school staff meetings.
- g. Attend School staff meetings as determined by the school principal or central administration.
- h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.
- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage.

Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal & Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*



**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Jeanne Zehr, Ph.D., agrees to provide professional development to staff and after-school learning activities for students:**

- a. J. Zehr will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, J. Zehr will provide growth mindset training.
- c. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- d. Partnership will be reviewed and revised annually.
- e.

*Jeanne Zehr, Ph.D.*  
\_\_\_\_\_  
Name:  
Title: *Director*  
Organization: *The Mindcap Center*

*July 24, 2020*  
\_\_\_\_\_  
Date

*Odelet Nance, PhD*  
\_\_\_\_\_  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

*8/5/20*  
\_\_\_\_\_  
Date

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, McMillen Health agrees to:**

- a. Develop and design four (4) weekly scrapbooks to be used over 20 weeks for students in grades 3, 4, 5, and 6. Scrapbooks will include 45 pages and will be designed to include space for students to add pictures and reflect on how that captured moment impacts their life. Additional pages will be included, at the end, for students to continue adding photos and reflection over the summer months.
- b. Develop and design an 18 lesson curriculum with a facilitator guidebook, training (provided at the completion of project), and video scripts.
- c. Develop, edit and produce 5 short videos to align with the curriculum.
- d. Print 40 spiral bound scrapbooks with 45 pages each.
- e. Provide five (5) social and emotional health presentations via Outreach over the course of the grant period. Presentations will align with college preparatory and leadership development workshops for students participating in CCLP.
- f. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- g. Partnership will be reviewed and revised annually.

*Nicole Fairchild*

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Name: Nicole Fairchild, MPA, MBA  
Title: Executive Director  
Organization: McMillen Health

*7/28/2020*

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Date

*Odelet Nance, PhD*

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

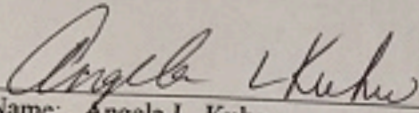
*8/5/2020*

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Date

As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, First Merchant's Bank agrees to the following:

- a. For 2021-2022, Angela Kuhn will provide a workshop on financial literacy for parents participating in CCLP.
- b. Be a guest speaker on banking to provide general information for elementary students.
- c. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- d. Partnership will be reviewed and revised annually.



Name: Angela L. Kuhn  
Title: Officer, Workplace Banking Representative  
Organization: First Merchant's Bank

8-9-2020  
Date

Odelet Nance

Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/9/2020  
Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools ("School") agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term at Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program's students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

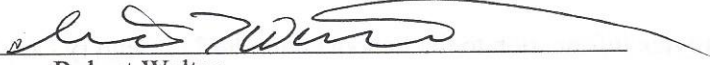
- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
  - j. Ensure that all applicable local and state requirements for staff clearances are met.
  - k. Develop protocol for emergency notification of parents and/or guardians.
- l. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum requirement.*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Soarin' Hawk Raptor Rehabilitation Center agrees to provide the following services:**

- a. For 2021-22, Soarin' Hawk Raptor Rehabilitation will provide \_\_\_\_\_.  
An age/grade appropriate presentation on the following:
  - Basic biology of raptors
  - Importance of raptors for the environment and humans
  - Conservation and balance of nature
  - How humans are important in maintaining the environment
  - Introduction to live birds of prey
  -
- b. Partnership will be reviewed and revised annually.

  
 Name: Robert Walton  
 Title: Speaker/Presenter  
 Organization: Soarin' Hawk Raptor Rehabilitation Center

17 July 2020 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Odelet Nance, PhD  
 Assistant Dean, Early College Programs-Fort Wayne  
 Vincennes University

\_\_\_\_\_  
 Date

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term at Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.
  - i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.



- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum requirement.*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, TaylorMade agrees to provide the following services:**

- a. TaylorMade will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, TaylorMade will provide a leadership program with curriculum for ten 45-minute sessions each semester.
- c. Partnership will be reviewed and revised annually.



8/3/2020

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Name: Stephanie Taylor  
Title: Leadership Facilitator  
Organization: TaylorMade

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Date

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

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Date

## MEMORANDUM OF UNDERSTANDING

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term at Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
  
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, (Insert Name of Community Partner) agrees to: (please edit & insert what organization will provide):**

- a. Trier Ridge Church will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. Participate as a member of the 21<sup>st</sup> CCLC Advisory Group.
- c. Partnership will be reviewed and revised annually.



\_\_\_\_\_  
Name: Ross Osborn  
Title: Pastor  
Organization: Trier Ridge Church

7-1-2020  
Date: July 1, 2020

*Odelet Nance, PhD*

\_\_\_\_\_  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

8/5/2020

\_\_\_\_\_  
Date

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
  - j. Ensure that all applicable local and state requirements for staff clearances are met.
  - k. Develop protocol for emergency notification of parents and/or guardians.
1. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum requirement.*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, The Preston Joan Group Inc. agrees to:**

- a. The Preston Joan Group Inc. will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, The Preston Joan Group Inc. will provide\_\_\_\_\_.
- c. Partnership will be reviewed and revised annually.
- d. Programs on job readiness and how to be prepared for interviews.
- e. Mock interview sessions
- f. So you think you want to be an entrepreneur
- g. What it takes to be an entrepreneur
- h. Various entrepreneur speakers-youngest one is 13 years old with 3 businesses
- i. Why you can fail as an entrepreneur/how you can be successful as an entrepreneur

John Dortch \_\_\_\_\_ 7/29/2020 \_\_\_\_\_

Name: John Dortch

Date

Title: Instructor

Organization: The Preston Joan Group Inc.

*Odelet Nance, PhD*

8/5/2020

\_\_\_\_\_  
Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

\_\_\_\_\_  
Date





**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)**

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

**Geri DeBruce** met with **Lutheran South Unity School** on **June 17, 2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne, Allen 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

Sheila K. Neueny  
Non-Public School Representative

Dusty Kelley  
Signature

Debra D'Amico  
Applicant Representative

Debra D'Amico  
Signature

**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC  
SCHOOL  
CONSULTATION FORM (2.5 POINTS)**

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

**Geri DeBruce** met with **Bishop Luers High School** on **June 17, 2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne, Allen 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

Kevin Mann  
Non-Public School Representative

[Signature]  
Signature

Odelet Vance  
Applicant Representative

[Signature]  
Signature

**APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)**

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

**Geri DeBruce** met with **Martin Luther King Montessori** on **June 17, 2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **Fort Wayne, Allen 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

*Odelet Vance*

Non-Public School Representative

*Odelet Vance*

Signature

*Greta McKinney*

Applicant Representative

*Greta McKinney*

Signature

## **MEMORANDUM OF UNDERSTANDING**

The Vincennes University Early College Programs and East Allen County Schools (“School”) agree to assume and perform the following roles and responsibilities in the administration of the 21<sup>st</sup> Century Community Learning Centers program during the **July 1, 2021 – June 30, 2022, grant term** at **Southwick Elementary and Prince Chapman Academy**. This MOU shall remain in effect until terminated by either party in 60 days of giving written intent of termination. The partnership and agreement shall be assessed annually. The goal of this program is to provide a 21<sup>st</sup> CCLC program of the highest quality for the participating students.

### **Description of Program Services**

- I. Joint Services of the East Allen County School District and Vincennes University Early College Programs at Southwick Elementary and Prince Chapman Academy**
  - a. Structure and facilitate meaningful communication between the school staff and the 21<sup>st</sup> CCLC program.
  - b. Provide on-going opportunities for School staff and Vincennes University Early College staff to plan, coordinate, integrate curricular areas with after-school activities.
  - c. Hold regularly scheduled meetings between the staff of the partnering agencies and School principal, as well as other appropriate personnel, to discuss all issues pertaining to the 21<sup>st</sup> CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
  - d. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program’s students.
  - e. Recruit, select and enroll student participants in the 21<sup>st</sup> CCLC program and disseminate procedural information to effectively conduct the program.
  
- II. Vincennes University Early College agrees to:**
  - a. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21<sup>st</sup> CCLC Before and After School Program.
  - b. Recruit, hire, provide background checks for all staff and community partners via both VU and EACS processes. Train all program staff in cooperation with the School District.
  - c. Communicate and provide information to the School about the 21<sup>st</sup> Century CCLC program through scheduled meetings.
  - d. Manage the day-to-day operations of the program and notify the school of any problems, issues and concerns in a timely fashion.
  - e. Track student enrollment and attendance in the 21<sup>st</sup> CCLC program and provide that information to the School on a monthly basis.
  - f. Invite designated School staff to attend after-school staff meetings.
  - g. Attend School staff meetings as determined by the school principal or central administration.
  - h. Conduct the research and evaluation component of the 21<sup>st</sup> CCLC program per IDOE guidelines.

- i. Ensure the respectful treatment of school property and keep the spaces used by the after-school program clean.
- j. Ensure that all applicable local and state requirements for staff clearances are met.
- k. Develop protocol for emergency notification of parents and/or guardians.
- l. VU Early College Programs Fort Wayne will work with the Advisory Group to be composed of representatives from partner schools and partner agencies.. Specifically, the Advisory Committee will meet, at minimum, on a quarterly basis and will provide direction on proposed modifications, assessment, and program planning.
- m. Insurance: Vincennes University will maintain appropriate insurance coverage. Vincennes University is responsible for damage to or loss of property on school premises, whether sustained by Vincennes staff or by program participants in an activity. The University shall furnish a certificate of liability insurance of not less than the amounts described below to provide coverage for this program:

General Aggregate Limit.....	\$1,000,000
Products-Completed operations Aggregate Limit.....	\$1,000,000
Personal& Adv Injury.....	\$1,000,000
Each Occurrence Limit.....	\$1,000,000
Fire Damage (Any one fire).....	\$100,000
Medical Expense (Any one person).....	\$ 5,000

*Note: Excess coverage is acceptable to meet the minimum require*

**As a member of this 21<sup>st</sup> Century Community Learning Center Partnership, Indiana Tech agrees to:**

- a. Indiana Tech will provide college preparatory and leadership development workshops (a minimum of 2 per semester) for students and parents participating in CCLP.
- b. For 2021-22, Indiana Tech will provide professional development for staff in the areas of college readiness and early college programming. .
- c. Partnership will be reviewed and revised annually.

*Greg Perigo*

*8/11/20*

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Name: Greg Perigo  
Title: Administrator  
Organization: Indiana Tech

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Date

*Odelet Nance*

*8/11/20*

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Odelet Nance, PhD  
Assistant Dean, Early College Programs-Fort Wayne  
Vincennes University

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Date



## **1. PROJECT ABSTRACT**

Vincennes University (VU), a comprehensive two-year college, has established a collaborative partnership to submit this application with East Allen County Schools (EACS), a public school district in Allen County, IN. The Early College programs of Vincennes University have a history of direct service and advocacy in the area of college and career readiness for K-12 students. VU currently operates an early college program at East Allen University (EAU) and a 21st CCLC program at both EAU (9-12) and Paul Harding Jr. High (PHJHS; 7-8) in the EACS district. According to data collected, most PHJH students are unprepared for the rigor of college coursework required by EAU, creating a deterrent for enrolling and a significant access gap for these students. With this application, we are seeking to add grades K-6 in order to build a stronger early college pipeline in a high poverty attendance zone.

Our proposed sites, Southwick Elementary(K-2) and Prince Chapman Academy (3-6), both have poverty rates above 80%, have a “D” school rating, and feed into our existing program sites. Both Southwick and PCA are diverse schools with diverse student needs. At each school, more than 80% of students are low income, more than 90% of students are non-White, and more than 40% are English Language Learners. Fort Wayne is designated by the federal government as a resettlement city for refugee families from Thailand and Burma/Myanmar, with many resettling in this attendance zone. Our proposal will dedicate 30% or more of programming to special populations, including students with disabilities, English Language Learners (ELL), and youth who are homeless or in foster care. ELL students account for more than 40% of students at each of our new proposed sites--Southwick and PCA. Therefore, we are seeking additional support and funds for these students through this grant proposal and a waiver.

Early reading deficits place Southwick and PCA students at significant academic risk. In order to strengthen our college and career readiness continuum in grades K-12, this proposal’s priority area is literacy with an emphasis on college and career. Early literacy deficits, if not addressed, follow students throughout their education and ultimately limit their college and career options. For example, it is estimated that between grades 1 and 3, economically disadvantaged students' vocabularies increase by about 3,000 words per year, while middle-class students' vocabularies increase by about 5,000 words per year.<sup>1</sup>

Our programming and evaluation plan is based upon evidence-based research on predictors of post-secondary success compiled by the College and Career Readiness and Success Center. Evidence-based programming for Southwick and PCA has been identified to improve foundational literacy, ELA and math proficiency, attendance, behavior, and social competence. Our activities include daily homework help and tutoring, literacy focused games and hands-on projects, and career clubs (i.e. robotics, entrepreneurship, health profession, and music arts). Each weekly schedule will also include career pathway mentorship in the form of interest-based career clusters, conversations with visiting area professionals, and hands-on career station

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<sup>1</sup> "The Early Catastrophe: The 30 Million Word Gap by Age 3" by University of Kansas researchers Betty Hart and Todd R. Risley. (2003). American Educator. Spring: 4-9, which was excerpted with permission from B. Hart and T.R. Risley (1995). Meaningful Differences in the Everyday Experiences of Young American Children. Baltimore, MD: Brookes Publishing.



projects. Additionally, we intend to serve the families of our students by providing educational opportunities for parents through our university partnerships.

Our intended outcomes align to predictors of college and career readiness. Student focused outcomes include (1) course performance in ELA and math, (2) reading comprehension for grades K-2, (3) school attendance, and (4) student accountability. Further, we will measure outcomes related to parental involvement in their child’s education, parent knowledge about college, and careers for their students and for themselves.

Based on Southwick and PCA input, we recruited appropriate partners to address service gaps and school goals. Partners met regularly to develop our plan, identify our evaluation metrics, and select research-based strategies. The partner selection and solution processes were data driven and needs based. All of our partner organizations have had a long-term commitment to improving education in this high-need area through after-school programming. Partners have been identified to support: (1) literacy enrichment (2) leadership, parent, and family engagement; (3) college and career readiness; and (4) overall academic success.

The project’s success will rely on the following key staff contributors at each school: a full-time program manager, a part-time site coordinator, a part-time academic coach, 20 club leaders for each site made up of teachers and area professionals, eight high school “future teachers,” and two middle school “cadets.” Additional key players include the Vincennes University Early College administrative team, led by the Assistant Dean of Early College as the program director, and all project partnerships (as outlined in the grant proposal) including our advisory council including Amani Services, McMillian Health, Purdue University Fort Wayne, Indiana Tech, and Ivy Tech Community College.

As stated, our evaluation plan is structured around evidenced-based research on predictors of post-secondary success as compiled by the College and Career Readiness and Success Center.<sup>2</sup> These indicators provide anchors for our performance measures, activities, and assessment strategies. Using this continuum as a framework, our evaluation plan consists of a baseline evaluation, formative feedback, and a summative evaluation. The **baseline assessment** began with assessing the community and school conditions. This included data analysis for program planning using school data (e.g. NWEA, WIDA, Dibels, behavior, attendance), Census data, and focus group feedback from parents and school administrators. **Formative** student data, including assessments, surveys, grades, attendance, and behavior, will be used to continuously improve programming throughout the program year. At the end of each year of the project, our external evaluator will prepare a detailed report that includes the following information: (1) evidence of program quality (using Indiana’s After-School Standards), (2) student program attendance trends, (3) progress towards each of the stated performance measures, and (4) program improvement recommendations. Annual reporting will include both formative and summative data and will be qualitative and quantitative.

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<sup>2</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.





## 2. PROGRAM QUALIFICATION

### 1. Minimum Criteria

Our application meets the qualifying criteria by proposing to serve two sites that have FRL rates exceeding 40%. Additionally, each school has a D school rating.

<i>School Site</i>	<b>FRL Rate</b>	<b>State Rating</b>	<b>Federal Rating</b>
<i>Southwick Elementary</i>	80.4%	D	Does Not Meet Expectations
<i>Prince Chapman Academy</i>	85.5%	D	Approaches Expectations

### 2. Origin of Partnership

In 2018, Vincennes University (VU) was awarded a 21<sup>st</sup> Century Community Learning Center (CCLC) grant to improve the college readiness outcomes of students in the Harding attendance zone within East Allen County Schools district. Our program currently serves East Allen University (EAU; 9-12) and Paul Harding Jr. High (PHJH; 7-8) through Cohort 9. EAU is one of 28 early college programs operated by VU in 18 cities across Indiana. In the spring of 2020, VU competed and was awarded an additional \$200,000 to add the adjacent elementary school--Prince Chapman (3-6).

Vincennes University’s highly successful Early College model includes partnerships between K-12 school corporations and is centered on developing the opportunity to (1) increase high school graduation rates and postsecondary entrance and completion rates, (2) remove barriers to postsecondary access, (3) ease the transition from high school to college, and (4) increase college affordability for Indiana’s low-income population. Consistent with our model, this proposal provides year-round academic coaching,, advising, and tutoring for all participants with an emphasis on literacy and college/career readiness (CCR) for two additional schools.

The two schools in EACS, Southwick Elementary (K-2) and Prince Chapman Academy (3-6) feed into our two existing CCLC sites at Paul Harding Jr High (7-8) and EAU (9-12). The origin of our partnership began in 2011, when Paul Harding High School was closed for persistent poor performance. In its place, East Allen County Schools (EACS) opened EAU, a two-year early college partnership with Vincennes University (VU). As part of the 2011 restructuring of schools in the Harding zone, Southwick Elementary now serves grades K-2, while 3-6<sup>th</sup> graders attend Prince Chapman Academy (PCA) and transition to Paul Harding Jr. High (PHJH) for 7<sup>th</sup> and 8<sup>th</sup> grades. PHJH students do not have an assigned high school, and therefore must choose a high school. While EAU and PHJH share a building, the majority of students choose to attend high school elsewhere.

By middle school, most PHJH students are unprepared for the rigor of college coursework required by EAU, creating a deterrent for enrolling and a significant access gap for these students. Because this access gap begins well before middle school, we would utilize this grant to expand our program to Southwick Elementary School (K-2) and Prince Chapman



Academy (PCA; grades 3-6) as part of a long-term goal of strengthening the entire K-12 continuum in this attendance zone and improving academic achievement and the college and career readiness of Harding area students.

As previously acknowledged, Vincennes Early College Program has partnered with East Allen County Schools for over eight years. In that time, the program has had the opportunity to create and fine-tune early college and career readiness best practices. VU administrators were part of the Parent Teacher Organization for the attendance area providing workshops. This well established partnership provides a strong structure upon which to build college and career awareness for elementary students and their families. Thus, in Fall 2019, Vincennes Early College Program was awarded the Local Career Coaching grant from the Indiana State Governor's Workforce Cabinet. Through this funding opportunity, VU is able to expose students, grades K-12, to career exploration provided by local business representatives and community leaders. The proposed 21st CCLC sites, Southwick and PCA, are current participants in the VU career coaching grant. The grant currently has an active Advisory Council consisting of community partners that assists school staff with careers curriculum planning, career panels, mentorships, parent workshops, and resources. This grant would allow VU to continue to provide high quality early college and academic literacy programming for the entire Harding attendance area.

### 3. Priority Area

The priority area of this grant is to cultivate **literacy skills with a strong focus in English & Language Arts** beginning at Kindergarten, therefore, building a stronger college and career readiness pipeline in a high poverty attendance zone. Early literacy deficits, if not addressed, follow students throughout their education, and ultimately limit their college and career options. For example, it is estimated that between grades 1 and 3, economically disadvantaged students' vocabularies increase by about 3,000 words per year, while middle-class students' vocabularies increase by about 5,000 words per year.<sup>3</sup> Therefore, in order to strengthen our college and career readiness continuum in grades K-12, this proposal's priority area is **literacy with an emphasis on college and career awareness**. The proposal will connect program objectives, performance measures, and professional development to **literacy**--the priority area. Many PCA and Southwick English Language Learners (ELL) and other students of color have encountered barriers in succeeding in the English and Language Arts area. Research has indicated that early literacy is correlated to academic success, college readiness, and overall lifetime achievement.<sup>4</sup> By making literacy the priority focus, this grant will immerse students creatively in the world of reading and language arts through the lense of college and career readiness.

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<sup>3</sup> "The Early Catastrophe: The 30 Million Word Gap by Age 3" by University of Kansas researchers Betty Hart and Todd R. Risley. (2003). *American Educator*. Spring: 4-9, which was excerpted with permission from B. Hart and T.R. Risley (1995). *Meaningful Differences in the Everyday Experiences of Young American Children*. Baltimore, MD: Brookes Publishing.

<sup>4</sup> Turner, J.D. & Danridge, J.C. (2014) Accelerating the College and Career Readiness of Diverse K-5 Literacy Learners, *Theory Into Practice*, 53:3, 212-219, DOI: 10.1080/00405841.2014.916963



### 3. PRIORITY POINTS

Our proposal will dedicate 30% or more of programming to special populations, including students with disabilities, English Language Learners (ELL), and youth who are homeless or in foster care. ELL students account for more than 40% of students at each of our new proposed sites--Southwick and PCA. Fort Wayne is designated by the federal government as a resettlement city for refugee families from Thailand and Burma/Myanmar with many resettling in this attendance zone. Most of these families are from refugee camps, presenting a unique set of challenges for students attempting to acclimate to a new culture, formal schooling, learning a new language, and developing aspirations and skills for college and career pathways. Moreover, at both proposed schools, approximately 3% of students are identified as youth in foster care, and between 7-10% of students are identified as homeless.

<i>School Site</i>	<i>School Population</i>	<i>ELL Population</i>	<i>SPED Population</i>	<i>Other Populations</i>
<i>Southwick Elementary (K-2)</i>	629	46.9%	6.8%	Foster Youth- 3.2% Homeless Youth-10.4%
<i>Prince Chapman Academy (3-6)</i>	828	43.1%	10.4%	Foster Youth- 2.7% Homeless Youth-7%

One of our challenges in first year programming at PHJH and EAU was engaging ELL students. Given that our two proposed sites have much higher rates of ELL enrollment than PHJH and EAU, we have planned our programming based on our past experience and the needs of the student population.

As a K-2 school, nearly half of the ELL students at Southwick are at the Level 1 or Level 2 of English language proficiency, as measured by WIDA. These students, like all K-2 students, are in their early stages of literacy development. At PCA, in grades 3-6, 13.5% of students remain at Level 1 or Level 2. Our program can provide additional support to ELL students who are naturally progressing in their language acquisition, as well as more targeted help to students who continue to struggle or may have enrolled in school after the standard start date.

To meet the needs of the ELL students at each school, we are requesting a funding waiver in this proposal for an additional \$50,000 to provide contracted services through Amani Family Services. This will support a full time staff person at the two sites to provide literacy coaching, bi-cultural workshops, support for families in understanding the education process, and language interpretation. Amani will work with ELL students, helping them understand their own cultural identity and origin, as well as understand the culture of school and college/career awareness. Social service case management will also be provided to students and families.

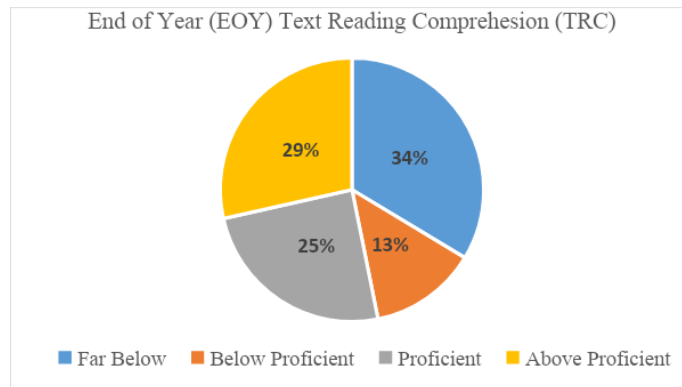
## **4. NEED FOR PROJECT**

### **1. Data Evidence**

The overarching need for the project is to improve the literacy achievement and reading comprehension of students in a high poverty, predominantly minority attendance zone, thus improving college and career readiness. The establishment of EAU in 2011 was intended to provide an early college opportunity in the Harding attendance zone. As a school of choice, zone students must choose to attend EAU. A lack of academic preparedness and college/career knowledge creates barriers for students in choosing this school, as many feel unprepared for or intimidated by the rigorous coursework.

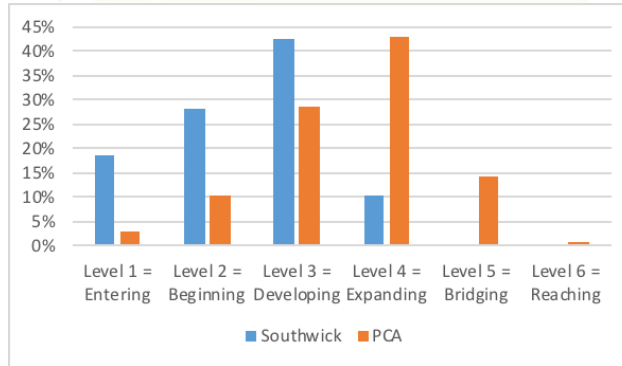
### ***Achievement***

The access gap for Harding zone students choosing EAU begins well before middle school. At Southwick, 46.8% of students in K-2 ended the 2018-19 school year “below proficiency” or “far below proficiency” in Text Reading Comprehension, as measured by mClass.



In 2019, only 63.3% of PCA 3<sup>rd</sup> graders passed IREAD. Across demographic groups, the IREAD passing rates were 75.4% for African American, 59.1% for Asian, 53.6% for Hispanic, and 60% for Multiracial students. Additionally, only 62.4% of low-income students and just 18.2% of special education students passed IREAD. Only 18.3% of PCA 3<sup>rd</sup> graders passed the ELA portion of ILEARN in 2019 and only 20.9% of all students in grades 3-6.

At PCA, 43.1% of students are English Language Learners. Among 3<sup>rd</sup> grade ELL students, only 53.2% passed IREAD. Additionally, in 3<sup>rd</sup> grade, 36% of ELL students were assessed at the Entering or Beginning stage of language acquisition, as measured by WIDA and 34% in 4<sup>th</sup> grade. Overall, at PCA, 13.5% of students in grades 3-6 remain in Level 1 or Level 2 as measured by WIDA. As a K-2 school, nearly half of the ELL students at Southwick are at the Level 1 or Level 2 of English language proficiency. These students, like all K-2 students, are in their early stages of literacy development.



These early reading deficits place Southwick and PCA students at significant academic risk. In fact, an estimated 1 in 6 children who cannot read proficiently by 3<sup>rd</sup> grade will not graduate on time from high school, making college a near impossibility.<sup>5</sup> Throughout grades 3-8, the ELA passing rates have been consistently low for these schools. If our program is going to improve the college and career opportunities of students in the Harding zone, we must improve the early literacy outcomes for Southwick students.

ELA Proficiency Rates						
	PCA (proposed Site)				PHJH (current site)	
	3rd	4th	5th	6th	7th	8th
2014-15	45.5	46.1	33	38.4	44.4	42.5
2015-16	47.8	48.5	44.7	54.3	43.4	39.7
2016-17	49.4	39.6	37.4	51.2	43.2	26.8
2017-18	44.8	35.1	34.6	50	53.7	45
2018-19	18.3	17.3	18.1	29.1	35.8	31.6

Math proficiency is also a significant barrier for college access in this attendance zone. As illustrated by the table below, poor proficiency in math is evident throughout grades 3-8. By providing supplemental support at the lower grades, we hope to improve math outcomes by middle school.

Math Proficiency Rates						
	PCA (Proposed Site)				PHJH Current Site	
	3rd	4th	5th	6th	7th	8th
2014-15	32.3	46.4	41.2	27.8	31.5	27.1
2015-16	27.2	38.7	43.7	43.4	16.9	21.7
2016-17	24.1	37.4	41.4	38.2	19	17.4
2017-18	24.4	28.3	36.2	33.7	26	24.6
2018-19	26.7	19.9	24.3	22.3	23.2	17.5

In fact, according to ACT, academic achievement in 8<sup>th</sup> grade has a larger influence on college and career readiness than even high school coursework. Therefore, in order to improve the academic outcomes at our current site, PHJH, and ultimately college access outcomes, we must strengthen the entire K-12 pipeline in this attendance zone.

<sup>5</sup> Campaign for Third Grade Reading

**Demographics and Special Populations**

Both Southwick and PCA are diverse schools with diverse student needs. At each school, more than 80% of students are low income, more than 90% of students are non-White, and more than 40% are English Language Learners. Many of the ELL students come from Burma/Myanmar refugee camps, presenting a unique set of challenges for students attempting to acclimate to a new culture and formal schooling, learning a new language, and developing aspirations and skills for college and career pathways. Students at PCA and Southwick speak at least eight different languages.

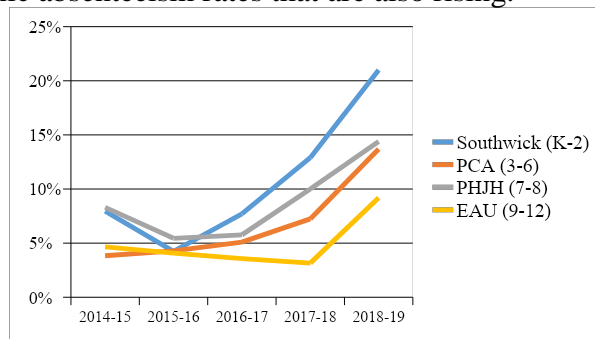
	Asian	Black/African American	Hispanic	White	Multiracial
Southwick	43.2%	28.6%	14.5%	9.4%	4.3%
PCA	47.3%	25.7%	15.8%	6.4%	4.7%

School Site	School Population	FRL	ELL Population	SPED Population	Other Populations
Southwick	629	80.4%	46.9%	6.8%	Foster Youth- 3.2% Homeless Youth-10.4%
PCA	828	84.6%	43.1%	10.4%	Foster Youth- 2.7% Homeless Youth-7%

In addition to poverty and language barriers, many Southwick and PCA students face social and emotional challenges and housing instability. More than 80% of students at each school qualify for free or reduced lunch. At Southwick, 10.4% of students are homeless and 3.2% are in foster care, with similar percentages at PCA (7% homeless, 2.7% foster care). Improving the academic outcomes of these populations is essential to breaking the cycle of poverty and instability in their lives. Among homeless students at PCA, in 2018-19, only 33.3% passed 3<sup>rd</sup> grade IREAD, only 6.7% passed ILEARN ELA, and 6.3% passed math.

**Student Behavioral Data**

In addition to academic performance, behavioral factors are critical to students gaining the skills necessary for success in college and the workforce. Among the four schools in this zone, all have high chronic absenteeism rates that are also rising.



At our two current CCLC sites, 14.4% of students are chronically absent at PHJH and 9.2% at EAU, defined as missing at least 10% of school for any reason. Middle school



attendance and GPA are the strongest predictors of success in high school. Therefore, poor attendance creates a barrier for PHJH students to succeed at EAU, an early college program.

But poor attendance is a cumulative problem, resulting in students falling further and further behind each year. To improve attendance outcomes in this zone, we need to improve attendance in early grades at our proposed expansion sites, Southwick (K-2) and PCA (3-6)--especially at Southwick where the absenteeism is 21% in these critical early learning years. Notably, African American students account for nearly a third of the student population at Southwick and 29.7% are chronically absent. Also, while only accounting for 4.7% of the student population, 14.3% of high ability students are chronically absent.

A study in California found that among students who were chronically absent in Kindergarten and 1<sup>st</sup> grade, only 17% were able to read on grade level by 3<sup>rd</sup> grade.<sup>6</sup> Poor early attendance and poor reading skills, make these students less likely to graduate from high school. According to the Attendance Institute, nearly half (47%) of 9<sup>th</sup> graders are off track for graduation if they were absent 8-10% of the time in 8<sup>th</sup> grade. Their research shows that demographics predict 7% of 9<sup>th</sup> grade course failures, 8<sup>th</sup> grade test scores account for an additional 5%, but absences and student behavior explain 61%. Each week of absences per semester in 9<sup>th</sup> grade lowers the likelihood of a student graduating by 25%.<sup>7</sup>

	Chronic Absenteeism	Asian	Black/African Am.	Hispanic	Multi-racial	White	FRL	ELL	High Ability	Home-less	SPED
<b>Southwick</b> (K-2) (% total pop)	<b>21%</b>	14.7% (43.2%)	<b>29.7%</b> <b>(28.6%)</b>	17.4% (14.5%)	11.5% (4.3%)	31.1% (9.4%)	18.4% (80.4%)	14.6% (46.9%)	14.3% (4.7%)	18.1% (10.4%)	23.2% (6.8%)
<b>PCA</b> (3-6) (% total pop)	<b>11.5%</b>	6.8% (43.7%)	15% (25.7%)	9.2% (15.8%)	16.7% (4.7%)	23.3% (6.4%)	10.4% (84.5%)	6.3% (43.1%)	2.8% (4.1%)	18.1% (7%)	22.3% (10.4%)

Academic proficiency, chronic absenteeism, and behavior are interrelated. In fact, studies have shown a relationship between histories of absenteeism among youth who end up incarcerated. Only a small percentage of the K-2 students at Southwick have received a suspension (0.8% In School, 4% Out of School). But at PCA, 17.9% of students have received in-school suspensions, and 9.7% out of school suspensions. Black students account for 25.7% of PCA's population, 26.4% of in-school suspensions, and 17.4% of out of school suspensions.

	Asian	Black/African Am.	Hispanic	Multi-racial	White	FRL	ELL	SPED

<sup>6</sup> Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, Applied Survey Research, July 2011.

<sup>7</sup> Allensworth, E., & Easton, J. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools. UChicago Consortium of School Research. <https://consortium.uchicago.edu/publications/what-matters-staying-track-and-graduating-chicago-public-schools>



<i>In School Suspensions</i>	<b>17.9%</b>	10.2%	26.4%	13.6%	33.3%	24.3%	17.0%	11.4%	31.1%
<i>Out of School Suspensions</i>	<b>9.7%</b>	5%	17.2%	4.5%	18.8%	10%	9.7%	5.3%	16.7%

Our program can work to improve attendance by recruiting at-risk students, mentoring students about the importance of attendance, and educating parents about the impact of chronic absenteeism on academic outcomes now and in the future (i.e. graduation).

### 2. Current Programming

United Way of Allen County operates a Kindergarten Countdown program during the summer for four weeks prior to the start of the school year. The program is offered to incoming kindergarteners with little to no prior pre-k experience, English language learners, and/or those identified by school as children who are at risk for falling behind their kindergarten peers. The program utilizes Get Ready to Read to measure student progress during the course of the program. Also, Amani Services has provided assistance at PCA and Southwick through the school district to provide bi-culturalism workshops for students and families to assist diverse students with learning language and school culture.

Prince Chapman Academy offers six-weeks of after-school homework help on Tuesdays and Thursdays each quarter, and Destination Science Club, Spell Bowl, Math Bowl, and other clubs meet once a week. Additionally, both Southwick and PCA offer intramural sports in the fall and occasional special events, such as ice cream socials. However, there are no *daily* after-school opportunities for students. The VU Local Career Coaching Grant has attempted to provide out of school programming and special events but has been limited in its offerings. This grant would help strengthen the out school learning experience for Southwick and PCA students.

### 3. Enhance or Expand

In Spring 2020, VU was granted \$200,000 to add PCA as an additional 21st CCLC site for 2020-21. The site will serve 80 students. However, our goal is to have 160 or more consistent student participants in the Trailblazer program at both PCA and at Southwick throughout the full school year. Through this grant, we will expand and enhance the current after-school programming to provide activities Mondays through Thursdays, focusing on literacy development throughout the school year. Homework and tutorial help at PCA will be expanded to provide students with assistance school year-round Mondays-Thursday. Furthermore, we will expand these needed offerings to Southwick students. Additionally, we will couple innovative literacy development strategies with college and career readiness activities and clubs for both schools on the days when school clubs and intramurals are not provided. Saturday activities and trips to colleges, local businesses, and community organizations will be planned quarterly.

SOUTHWICK TRAILBLAZERS *Expansions in bold *Enhancements in <i>italics</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	SATURDAY





Literacy Development and Tutoring	Literacy Development & Homework Help	Literacy Development & Tutoring	Literacy Development & Homework Help	Quarterly trips to colleges, local businesses, and community organizations.
College & Career Readiness Speaker/Panel/Activity	<i>Clubs &amp; Intramurals</i>	Career Clubs	<i>School Clubs &amp; Intramurals</i>	

PRINCE CHAPMAN TRAILBLAZERS *Expansions in bold *Enhancements in <i>italics</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	SATURDAY
Literacy Development & Tutoring	<i>Literacy Development and Homework Help</i>	<b>Literacy Development &amp; Tutoring</b>	<i>Literacy Development &amp; Homework Help</i>	Quarterly trips to colleges, local businesses, and community organizations.
College & Career Readiness Speaker/Panel/Activity	School Clubs & Intramurals	<b>Career Clubs</b>	School Clubs & Intramurals	

#### 4. Identified Needs

Following our first school year of operating the CCLC program at PHJH and EAU, we received a comprehensive report from our local evaluator, Dr. Jamie Garwood. Dr. Garwood presented findings and recommendations to the CCLC advisory council and program staff. One area of need identified was to increase participation among ELL students. With our two proposed sites having higher rates of ELL enrollment, increasing ELL engagement will be a critical priority.

To meet the needs of the ELL students at each school, we are requesting a funding waiver in this proposal for an additional \$50,000 to provide contracted services through Amani Family Services. This will support a full time staff person at the two sites to provide literacy coaching, bi-cultural workshops, support for families in understanding the education process, and language interpretation.

We also completed the IN-QPSA self-assessment process provided by the Indiana Afterschool Network, measuring our program against the Indiana Afterschool Standards, including College and Career Readiness standards. This information provided valuable feedback for improving our programming and meeting the needs of our students. Some of our lowest overall self-ratings involved systematically monitoring for continued improvement, staff training, using data to support college readiness, and overall college and workforce readiness programming.

Additionally, we completed a strategic planning process with the Education Workforce Innovation Network (EWIN) of University of Indianapolis Center of Excellence in Leadership and Learning (CELL) for assistance in strengthening our K-12 career exploration curriculum. The process identified community assets, envisioned student outcomes, established career exploration outcomes, and included activity planning for the upcoming year. CELL recommended that we investigate deeper ways to work with the intended educational pipeline.



For Southwick and PCA specifically, we identified the needs of students by meeting with the principals and staff of both schools and reviewing school data and school improvement plans. In support of this grant application, our local evaluator reviewed both PCA's and Southwick's improvement plans and met with the school leaders to discuss proposed outcomes. This was done to ensure that our program, which prioritizes college and career readiness, aligns with the goals of the school and supports the daily efforts of the school to improve academic and behavioral outcomes.

We administered a parent survey to Southwick and PCA parents. 100% of the parents surveyed responded that they desired their students to participate in daily after school activities. 90% of the parents identified that they wanted their students to receive academic assistance such as tutoring and/or literacy enrichment. When asked about their needs, 70% of the respondents indicated that they would like to participate in family events. 70% of the parents were interested in joining a parent advisory group. Free college classes for adults would also help us to meet the needs of the community as 60% of the respondents expressed an interest in taking classes. Also, 40% of the parents who responded would be willing to participate in parenting sessions.

We have already established the need for this project and have successfully established relationships with community partners and we have developed a strong partnership with parents and students. Through the Local Career Coaching Grant, we brought guest speakers, including community partners, to PCA during the 2019-2020 school year. During those sessions students were asked to provide feedback and the students overwhelmingly agreed that they desired more programming. For the 2020-21 pilot program, student leaders have been selected to assist with the identification of program needs and development. Furthermore, we have provided resources, career coaching, and career workshops for both PCA and Southwick at the request of administrators, school staff, students, and parents.

## **5. PARTNERSHIPS**

### **1. Project Collaboration**

The Vincennes University Early Office has developed this proposal with the assistance of East Allen County Schools, PCA, Southwick, community partners, and local higher education institutions such as Purdue Fort Wayne and Indiana Tech. For the past 8 years, Vincennes has worked with both schools to provide pre-college programming for Early College students in the Fort Wayne area. Each institution has allocated over \$20,000 in-kind services and actual budgeted funds towards the summer programs and other activities for VU Early College.

The Vincennes University Early College Office, the PFW Office of Diversity, and Indiana Tech along with an exhausted list of community organizations will partner to provide guidance, programming, resources and training within our priority area, **literacy development and reading comprehension**, cultural awareness and programs that encourage college readiness, and career exploration. A Memorandum of Understanding (MOU) is available for each of these partners in Appendix I.

### **2. Identifying Partners**

Meetings with principals and district administrators provided data and guidance on the needs of students, and alignment with school improvement plans. Based on Southwick and PCA input, we recruited appropriate partners to address service gaps and school goals. Partners met regularly to develop our plan, identify our evaluation metrics and select research-based strategies. The partner selection and solution processes were data driven and needs based.

All of the following organizations have had a long-term commitment to improving education in this high-need area through after-school programming. Therefore, they will help to facilitate workshops for students, staff, and parents. EACS reviewed several potential 21st CCLC applicants and chose Vincennes University to apply on behalf of these schools. This application represents a pivotal point for these partners and presents an opportunity for systemic, meaningful change. We will work with the following partners to promote literacy enrichment through **leadership skills development, parental engagement, and community development:**

- **[Amani Family Services](#)**--Amani partners with immigrant and refugee families and the community to promote safety, encourage personal growth, and foster a spirit of belonging. Amani will provide translators, a family, student life, literacy coach (7.5 hours a day), and workshops to explain American education and to promote biculturalism for ELL students and parents. Additionally, they will facilitate cultural sensitivity training for volunteers and staff.
- **[Latinos Count](#)**--Latinos Count is dedicated to helping Latino students to achieve their educational goals. Our partnership with Latinos Count will serve as a direct effort to encourage higher achievement in the Latino communities at Southwick and PCA.
- **[Fort Wayne Girls Rock](#)**--Fort Wayne Girlz Rock encourages little girls to aspire to great things, teenagers to get involved in the community, and women to share their knowledge



with future generations. Fort Wayne Girls Rock will have an integral role in encouraging leadership skills in Southwick and PCA Trailblazers.

- **Fathers First**--Fathers First is a local volunteer organization that encourages responsibility and self-confidence in young men through mentorship. Fathers First will have an integral role in encouraging leadership skills in Southwick and PCA Trailblazers.

We will work with the following partners to encourage **college and career readiness**:

- **DREEM Coalition**--DREEM Coalition focuses on minority nursing students and current nurses. Our partnership with DREEM Coalition will provide students with information and exposure to future career opportunities in nursing and medicine.
- **Ivy Tech**--Ivy Tech Community College of Indiana provides affordable two-year degrees and certifications. To impact the Fort Wayne community, Ivy Tech has partnered with us to strengthen the academic performance and college readiness in local students.
- **Purdue Fort Wayne**--Purdue University Fort Wayne (PFW)'s mission is to provide students who live in Fort Wayne local access to Purdue University's baccalaureate and graduate programs. Our partnership with PFW provides students with college and career readiness opportunities.
- **BF Goodrich**--As a corporate sponsor, BF Goodrich will provide guest speakers and workshops on career pathways for Southwick and PCA Trailblazers.
- **Trier Ridge Community Church**--Trier Ridge will support our program by providing college preparatory and leadership workshops for students and parents.
- **Soarin' Hawk Raptor Rehabilitation**--Soarin' Hawk's mission is conservation of our raptor population through education and rehabilitation using modern veterinary science including radiography, diagnostics, physical therapy, and conditioning.
- **Taylor Made Business Consulting and Networking**--Taylor Made provides college preparatory and leadership workshops. These will be available for both students and parents as we pursue our priority area of college and career readiness.
- **Preston Joan Group, Inc.**--Preston Joan. will provide college preparatory and leadership workshops for students and parents. They will assist with job and career readiness by conducting mock interviews and providing speakers on the topic of entrepreneurship.

We will work with the following partners to encourage **academic success**:

- **East Allen County Schools**--Southwick and Prince Chapman Academy are both included in EACS. EACS will provide in kind support such as the location of both schools at no charge, free use of technology (i.e internet), printing, and other resources.
- **Exploring Careers Through Literacy**--The Exploring Careers Through Literacy program, as developed by Shaneena Rolfe, Ed. S, provides educators with a pathway to guide students on an exploration of careers through literacy-focused programming. The program will provide literacy guides, computer activities, and handbooks.
- **A is for Apple Pie (AFAP)**--A is for Apple Pie is a food-based, interactive, tutoring program for children in grades K-6. AFAP utilizes a hands-on approach to encourage kids to actively engage in their learning. Through this partnership, we intend to



encourage reading skills, STEAM experiences, confidence, nutritional awareness, and career readiness in students.

- **MindCap**-- MindCap stands for Cognitive Advantage Program. They advocate the Feuerstein Method for teaching students and adults the skills they need to make a learning experience effective. Their tools and techniques are designed to identify and improve the individual's learning potential. MindCap will provide our students with resources that will impact their education for years to come.
- **McMillen Health Center**--The mission of McMillen Health is to provide vital, effective preventive health education that promotes physical, emotional, and social well-being. McMillen Health Center will be working with Southwick and PCA Trailblazers and their parents on a scrapbooking and digital storytelling project that will promote self-confidence and strong literacy skills in students.
- **First Merchants**--First Merchants has been giving back to the Fort Wayne community to actively build good places to live, work, and raise families. They will provide financial literacy workshops for Southwick and PCA Trailblazers and their parents.

### **3. Volunteers:**

Experience has demonstrated that parents are the central partners to any student centered program. Therefore, volunteer recruitment will focus primarily on acquiring parent volunteers; parental involvement will encourage student participation.

In the midst of writing this grant, our partner, Girlz Rock assisted with parent surveys, needs assessment, and a Parent Council organically formed. A group of parents have met and have discussed the possibilities of the program. Additional parents will be invited to join the 21st CCLC Parent Council to provide recommendations, feedback, and support. This council will have quarterly meetings to update parents of 21st CCLC objectives and to address their needs/concerns. Parents in targeted schools will be invited to attend orientation meetings, participate in conferences with students who are experiencing academic difficulty and to join their children for enrichment field trips. Parents will also have an opportunity to volunteer to operate clubs and activities.

Additionally, PCA and Southwick have existing mentoring programs through Real Men Read (3rd grade), our local corporate partner BF Goodrich, Trier Ridge Church, and a male mentoring program called Fathers First. These existing volunteers, along with the VU 21st CCLC Advisory Council and our student leaders from EAU and PHJHS, will be invited to participate in our 21st CCLC programming by mentoring students, participating in college and career awareness activities, and through providing literacy support. Any volunteers who are involved in working with the students in the afterschool program will have a background check completed by EACS and training that highlights our goals to improve literacy skills, attendance, college and career readiness, and overall academic standing prior to beginning their service.

## **6. Program Design**

### **1. Recruitment Criteria**

Both proposed sites, Southwick and PCA, have high rates of economically disadvantaged, ELL students, and Special Education students. Given these high percentages, we will recruit at-risk students through overall recruitment. Materials will be translated into Burmese, Spanish, and other identified languages. Likewise, materials will be made available in Braille or in audio form when necessary.

<i>School Site</i>	<i>School Population</i>	<i>FRL</i>	<i>ELL Population</i>	<i>SPED Population</i>	<i>Other Populations</i>
<i>Southwick</i>	629	80.4%	46.9%	6.8%	Foster Youth- 3.2% Homeless Youth-10.4%
<i>PCA</i>	828	84.6%	43.1%	10.4%	Foster Youth- 2.7% Homeless Youth-7%

For the 2020-21 school year, we will implement a pilot program at PCA, which will provide a foundation for recruitment during the first year of this grant. We will recruit through sports, music, and club activities at PCA. We will work to recruit students at the start of the new school year by distributing applications and information about Trailblazers University clubs and activities at each schools’ registration.

For Southwick Kindergartners, we will provide information to parents through their Kindergarten Countdown program, a 4-week Kindergarten readiness program prior to the start of school. We will also work with the school to recruit Kindergartners who have been identified during the Countdown program as at-risk of falling behind their peers. As the school year progresses, we will work with the school to recruit students through school assemblies as well as through various after-school activities: intramurals, book club, spell bowl, math bowl, etc. Additionally, we will work with both Southwick and PCA’s counseling staff, McMillian Health, and Amani Services to identify students who struggle with attendance, behavior, social, and emotional connection. We will host informational meetings during Parent Teacher nights; special events such plays, concerts, sporting events; and awards ceremonies to recruit students and families.

Students will participate in an application process similar to a college application and then receive an acceptance letter along with an invitation to participate in 21<sup>ST</sup> CCLC Trailblazers University for elementary students. Orientation will be held for both parents and students which will be modeled after a college orientation. Following the first Honor Roll period, VU will send congratulatory letters to honor roll students, students with strong attendance, as well as to students identified by PCA and Southwick staff for making progress academically and behaviorally. We will also have a robust incentive program encouraging students to improve reading comprehension. Making the application process unique will help us recruit new students and encourage existing participants to remain engaged.

### **2. Community Data:**



Students in the Harding attendance zone are dealing with persistent achievement gaps and socio-economic challenges. Nearly all students in this attendance zone qualify for free or reduced lunch. The combined poverty rate, of the four Census tracts in this zone, among children 18 years and older, is 38.3%, which is well above Allen County’s rate of 21.8%. In one Census tract, the poverty rate for children is 50.3% (see table below).

The Census tracts that make up the target attendance zone are among the most diverse and impoverished in Allen County. This zone accounts for 15.4% of Allen County’s Black population, 17.2% of the Asian population, and 6.5% of the Latino population. Additionally, Fort Wayne is designated by the Federal Government as a resettlement city for refugee families from Thailand and Burma/Myanmar with many resettling in this attendance zone. Most of these families are from refugee camps, presenting a unique set of challenges for students attempting to acclimate to a new culture and formal schooling, learning a new language, and developing aspirations and skills for college and career pathways.

Fueling these high poverty rates is a low level of education and low wages. The education levels among adults age 25 and older are far below the Allen County average with only 20.5% having completed post-secondary education and 10.9% having less than a high school diploma. Advanced education and training is vital to breaking the cycle of poverty and expanding economic opportunity for low-income families, immigrants, and refugees in this attendance zone. EAU was designed to be a gateway to higher education for minority and low-income students in this zone, but still many students opt to attend New Haven High School, where many at-risk populations graduate unprepared for college. A substantial 44% of low-income graduates and 53% of Black graduates from New Haven HS required remediation in college, as well as 40% of all Core 40 graduates. Only 20% of Hispanic students at New Haven High School enroll in college upon graduation.

	Harding Area Data by Census Tract					
	40	113.02	113.03	113.04	Combined	Allen County
<i>Percent of children 18 and under living in Poverty</i>	50.3%	37.5%	37.7%	32.2%	38.3%	21.8%
<i>Population 25 years and older with Post-Secondary Attainment (Associates or more)</i>	18.1%	16.2%	17.6%	25%	20.5%	38.6%
<i>Population 25 years and Older without a High School Diploma</i>	10.2%	15.8%	21.5%	5.5%	10.9%	4.2%



<i>Median Earnings for Workers</i>	\$25,177	\$25,686	\$25,299	\$26,551		\$47,497
<i>Avg. Hourly Wage based on Median Earnings</i>	\$12.10	\$12.35	\$12.16	\$12.76		
<i>Source: American Community Survey 2018 5-Year Est.</i>						

**3. Parental Involvement:**

Families play a critical role in supporting students in their academic pursuits. There is evidence that parent involvement increases a student’s likelihood of success.<sup>8</sup> Therefore, this proposal encourages partnerships with parents. This serves a dual-purpose of providing additional CCLC support, and providing parents with hands-on experience in literacy, math, and college/career planning activities. 21<sup>st</sup> Century Scholars will work with us to ensure that all eligible students at our target schools are enrolled in the program, and that they remain on track to fulfill program requirements. Individual advising and academic coaching will be offered to families of CCLC participants. The 21<sup>st</sup> Century Scholars program will also participate in parent workshops and family outreach events referred to as *Parent Academy*.

All CCLC sites will promote family literacy, parental engagement, and college/career planning through the *Parent Academy*. Amani Family Services and Girls Rock will contribute to quarterly workshops that will provide an opportunity for parents to be empowered and effectively support and encourage their students to attain a strong academic foundation in pursuit of college career goals. Workshops will focus on the importance of education, the need for regular attendance, the balance of biculturalism among ELL families, the use of technology at home and in school, and many other topics that create a foundation for college and career readiness.

Additionally, parents who engage in personal goal-setting and attainment will be better able to assist their sons and daughters in the same processes. Thus, through the Local Career Coaching grant, Vincennes University has expanded our successful *Early College* program support services, career coaching, and academic coaching to serve adult family members of students. Surveys and pre/post tests will be used to measure outcomes represented in the logic model. This grant will allow family services to be expanded, fully developed and delivered. Vincennes University will partner with Ivy Tech, Indiana Tech, and PFW to provide this academic and career planning for parents and families of the participants. Additionally, families will be provided an opportunity to take online or hybrid introductory courses at Vincennes University for free or through one of the member colleges at a discounted rate.

Parents will also be invited to join the CCLC Parent Council to provide recommendations, feedback and support. Parents in targeted schools will be invited to attend orientation meetings, attend parent council meetings (monthly meetings updating parents of CCLC objectives & addressing their needs/concerns), participate in conferences with students

<sup>8</sup>Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: a multiple mediational analysis. *Journal of prevention & intervention in the community*, 38(3), 183–197. <https://doi.org/10.1080/10852352.2010.486297>





who are experiencing academic difficulty, and to join their children for enrichment field trips. “Literacy” activities for parents only will include field trips, workshops (i.e financial literacy), job shadowing experiences (career literacy), and book clubs (personal literacy). These activities will help first generation families advance their academics and careers. Finally, a family survey will be conducted twice a year to assess program satisfaction and family/student needs.

#### **4. Snacks and/or Meals:**

Children from food insecure households risk falling behind academically. We will provide a daily snack and meal using the Child & Adult Care Food Program (CACFP). Snacks and meals will meet nutritional guidelines, and will be provided by Food Service Professionals (FSP), an approved provider. Schools will provide breakfast on early programs days. Additionally, we will establish the schools as Summer Food Program sites (SFSP). Snacks will be acquired through the schools’ food services. Food Service Professionals will prepare and deliver food, and the 21st CCLC Site Director will oversee distribution of food and maintain all required record keeping for reimbursement. Additionally, we will work with our community advisory group to utilize donations from local food vendors.

Our 21st CCLC sites will provide a healthy menu, due to the high risks of juvenile diabetes and childhood obesity among impoverished children. Many of the Harding area students reside in zones classified by the USDA as “food deserts.” “Food Deserts” have little or no access to foods needed to maintain a healthy diet. Therefore, this program will attempt to encourage maintenance of a healthier lifestyle than that to which many of these students and families are accustomed.

According to the USDA’s guide, which is available on the IDOE’s website, food and beverages available at schools need to meet the USDA’s “Smart Snacks Standards.” Approved snacks are listed in the products section of the Alliance for a Healthier Generation’s Smart Foods Planner at <https://foodplanner.healthiergeneration.org/products>. Snack bars which contain a whole grain as the first ingredient will generally meet the standards, but they must also be checked for calories, sodium, sugar and fats. The Alliance for a Healthier generation provides a calculator at <https://foodplanner.healthiergeneration.org/calculator>. Standards include that the snack must contain 200 calories or less, 200 mg of sodium or less, 35% or fewer of the calories from total fat with less than 10% from saturated fat, 0g of trans fat, and 35% by weight or less may consist of sugar. By adhering to these guidelines, our students will have access to healthy nutrition that will impact their ability to achieve and maintain healthier academic and behavioral lifestyles.

#### **5. Weekly Schedule:**

This program will partner the literacy priority with college career readiness using practices presented in Jennifer D. Turner and Jocelyn C. Danridge’s 2014 article “Accelerating the College and Career Readiness of Diverse K-5 Literacy Learners” which recognizes the importance of engaging learning environments, innovation, and a robust literacy curriculum.<sup>9</sup>

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<sup>9</sup> Turner, J. D., & Danridge, J. C. (2014) Accelerating the College and Career Readiness of Diverse K–5 Literacy Learners. *Theory Into Practice*, 53:3, 212-219.



The primary goal of this literacy initiative is to incorporate reading fluency practice throughout the weekly schedule.

- Students will participate in age and grade appropriate book/reading clubs, college and career readiness clubs such as robotics, entrepreneurship, health professions, and music arts.
- The PCA After School Program offered Mondays-Thursday will begin each day with a snack at 2:50 pm, tutoring, and a “stressbuster” icebreaker activity. At 3:00 pm daily homework help will be provided along with academic coaching. **Literacy Priority:** Every day there will be “Drop Everything & Read” time to promote literacy or there will be spelling or math games. Students will be broken into assigned groups with middle school and high school student leaders. During the transition time, the student leaders will introduce and reinforce themes for the month with icebreakers at 3:30 pm. The age-appropriate games will be based upon a monthly theme such as, “Finance: The Facts about Money,” “Work Ethics: Jobs, We All Have One,” and “Kindness Week: Random Acts of Kindness.”
- Every Monday and Wednesday at 4:00 pm will be devoted to college and career days which will focus on early awareness about the college process and exposure to career pathways. Panel discussions will feature guest career professionals. There will be a career featured each month. Hands on career station projects will introduce careers to help students build connections between possible future careers and what they are learning in school. Groups of students will also be matched with a career cluster mentor based on their interests. Mentors will be recruited from the business community and education partners, and they will receive training, a curriculum, and a stipend for participating. The mentor will help students learn about career paths based on their interests and encourage flexible mindsets to enable students to develop diverse interests and skills. **Literacy Priority:** Students will be provided books or handouts to read about careers with a career of the month.
- Club days, on Tuesdays and Thursdays at 4:00 pm, will include the Destination Science Club, Spell Bowl, intramurals, and other clubs that are currently popular for after-school participants at PCA. Overall the clubs will support academic, social, and emotional development. Topics will include developing a growth mindset, goal setting, anti-bullying, self-esteem, and personal health and wellness. **Literacy Priority:** Every student will participate in the Book Club and Scrapbooking Club throughout the year.
- Each day at 4:45 pm will end with an opportunity to have free time in the gym or the game room.

Southwick Elementary

Organization: Vincennes University

	Mondays	Tuesdays	Wednesdays	Thursdays
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TIME	College & Career Readiness	Club Day	College & Career Readiness	Club Day 2
2:50-3:00PM	Check In & Snack	Check In & Snack	Check In & Snack	Check In & Snack
3:00-3:45PM	Tutoring	Tutoring & Homework Check-in	Tutoring	Tutoring & Homework Check-In
3:45-4:00PM	<i>Introduce theme of the week &amp; Icebreaker</i>	<i>Break &amp; Transition to Clubs</i>	<i>Icebreaker &amp; Theme Refresh</i>	<i>Break &amp; Transition to Clubs</i>
4:00-4:45PM	*Career & College Speaker/Panel/Activity	Clubs (Spell Bowl, Intramurals, Student Council)	*Career Clubs	Clubs (Math Bowl, Science, Intramurals)
4:45-5:00PM	Closing & Departure	Closing & Departure	Closing & Departure	Closing & Departure

\*College & Career speakers, panels, activities, and clubs will be based on Health Professions, Business, Trades, Public Service, and STEAM Careers.

**Saturday activities and trips to colleges, local businesses, and community organizations will be planned quarterly.**

**Prince Chapman Academy Site**

**Organization: Vincennes University**

	Mondays	Tuesdays	Wednesdays	Thursdays
<b>TIME</b>	<b>College &amp; Career Readiness</b>	<b>Club Day</b>	<b>College &amp; Career Readiness</b>	<b>Club Day 2</b>
2:50-3:00PM	Check In & Snack	Check In & Snack	Check In & Snack	Check In & Snack
3:00-3:45PM	Tutoring	Tutoring & Homework Check-in	Tutoring	Tutoring & Homework Check-In
3:45-4:00PM	Introduce theme of the week & Icebreaker	<i>Break &amp; Transition to Clubs</i>	<i>Icebreaker &amp; Theme Refresh</i>	<i>Break &amp; Transition to Clubs</i>
4:00-4:45PM	*Career & College Speaker/Panel/Activity	Clubs (Spell Bowl, Intramurals, Student Council)	*Career Clubs	Clubs (Math Bowl, Science, Intramurals)
4:45-5:00PM	Closing & Departure	Closing & Departure	Closing & Departure	Closing & Departure

\*College & Career speakers, panels, activities, and clubs will be based on Health Professions, Business, Trades, Public Service, and STEAM Careers.

**Saturday activities and trips to colleges, local businesses, and community organizations will be planned quarterly.**

**6. Alignment to Standards:**

The priority area of this grant is to cultivate **literacy skills with a strong focus in English & Language Arts** beginning at Kindergarten in order to build a stronger college and career readiness pipeline in a high poverty attendance zone. We will also work with our partner schools to incorporate priority Indiana ELA and Math standards into our tutoring, clubs, and



activities. Our program activities also align to evidenced-based research on predictors of post-secondary success as compiled by the College and Career Readiness and Success Center, beginning with being proficient in reading by grade 3.<sup>10</sup>

As a result, our program will focus on literacy but also align with the college/career readiness standards from the Indiana Afterschool Specialty Standards (IN-QPSA). The after school literacy standards emphasize complementing reading instruction during the school day through enrichment opportunities, skill practice, and providing social support for struggling readers. College and career indicators will be age-appropriate, focused on creating a college-going culture among youth, creating partnerships to support college and career readiness, supporting academic preparation, engaging youth in college and career exploration, educating families about college financing, and developing workforce skills. We will continue to monitor these indicators through our self-assessment process and external evaluation.

Because our program is focused on literacy to build a stronger college readiness pipeline in a high poverty area, our comprehensive plan for the attendance area is aligned to Indiana’s Graduation Pathways. This includes Indiana’s employability skills--mindsets, work ethic, learning strategies, and social and emotional learning. Pre-high school grades have opportunities to develop employability skills through age-appropriate project-based learning, career stations, and college awareness. These activities also support Indiana financial literacy standards (e.g. *Financial literacy standard 2: Relating Income and Careers- Analyze how education, income, career, and life choices relate to achieving financial goals*). Beginning in Kindergarten, these classroom projects will help students identify interests and possible careers. By middle school, activities will have been supplemented with speakers and mentors aligned to career clusters. Graduation coaching will begin by 6<sup>th</sup> grade for PCA students and parents on graduation pathway requirements to support their transition into PHJH.

Comprehensive Alignment to Indiana Graduation Pathways					
	<b>Grades K-4</b> Engage	<b>Grades 5-6</b> Explore	<b>Grades 7-8</b> Explore	<b>High School</b> Experience	<b>Adults</b>

<sup>10</sup> Hein, V., Smerdon, B., & Sambolt, M. (2013, November). *Predictors of Postsecondary Success*. College and Career Readiness and Success Center at American Center for Research. <https://ccrcenter.org/products-resources/predictors-postsecondary-success>

<p><b>Activities</b></p>	<p>Self Assessment with Scrapbooking</p> <p>Drop &amp; Everything &amp; Read</p> <p>Book Club</p> <p>Career Guest professionals, career station projects</p>	<p>Self Assessment with Scrapbooking</p> <p>Drop &amp; Everything &amp; Read</p> <p>Book Club</p> <p>Career Guest professionals, career station projects</p> <p>Career Club</p> <p>Career Cluster mentors</p> <p>Graduation Planning</p>	<p>Career Assessments</p> <p>Career Cluster mentors</p> <p>Field Trips to key industries</p> <p>High School Selection Process</p>	<p>English Courses</p> <p>Intro to careers courses</p> <p>College-level courses</p> <p>Financial literacy</p> <p>Resume writing &amp; interview skills</p> <p>Service Learning projects &amp; Leadership opportunities</p> <p>Internships</p>	<p>Book Club</p> <p>Saturday VU Courses</p> <p>Job shadowing</p> <p>Industry tours</p> <p>Career mentors</p> <p>Resume writing &amp; interview skills</p> <p>Job Placement</p>
<p><b>Graduation Pathway Integration</b></p>	<p><b>Pathway #1 Diploma Requirements</b></p> <p>By 6<sup>th</sup> grade, students will receive counseling on graduation requirements and create a graduation plan</p> <p>EAU students have the opportunity to earn up to 60 college credits</p> <p>Students in grades 7-12 receive tutoring in order to complete their course requirements.</p>				
	<p><b>Pathway #2: Learn &amp; Demonstrate Employability Skills</b></p> <p>Beginning in 7<sup>th</sup> grade, students will explore careers through the before-and after school service based clubs</p> <p>Students choose a career pathway after completing a VU introductory careers course in 9<sup>th</sup> grade</p> <p>All high school students participate in job shadowing and internships based on their interests and in consultation with their counselor.</p>			<p>Internships and career exploration events are also offered to parents</p>	

			<p><b>Pathway #3: Post Secondary Ready Competencies</b></p> <p>EAU students have the opportunity to earn up to 60 college credits</p> <p>Honors Diploma</p> <p>Student led SAT/ACT prep sessions are held before and after school.</p> <p>VU Developmental courses help students identify their strengths and weaknesses in test taking for Math, Reading, Writing, and other areas.</p>	
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### 7. Staff Recruitment and Retention

Administration of this program will include a **full-time program manager, a part-time site coordinator, and a part time academic coach**. All of the administrative positions will be recruited through the Vincennes University human resources process which includes the promotion of the position in higher education jobs web portals, local newspapers, and job websites such as Indeed. East Allen County School district, as well as community organizations and partners such as Amani Family Services and Latinos Count, will be encouraged to recommend potential candidates for each position in order to target our recruitment efforts at individuals that culturally, linguistically, and racially represent the youth in our program. With the \$50,000 funding waiver, Amani Family Services will provide a contracted full-time bilingual life coach for the program. Additionally, we will recruit high school and middle school workers and student leaders from EAU and PHJH. The description of each position is provided in the chart below.

Staff Descriptions for Southwick and Prince Chapman	
Staff (per site)	Competitive Salaries/Stipends
1 Full-Time Program Manager (37.5 hours per week)	\$40,000
1 Site Coordinator (20 hours per week)	\$17,600 (\$20 per hour for 22 biweekly pays)
1 Academic Coach (20 hours per week)	\$17,600 (\$20 per hour for 22 biweekly pays)
20 Club Leaders (2 hours for 8 weeks)	\$16,000 (\$50 per hour for 8 weeks)
8 Future Teachers (6 hours per week)	\$4,800 (\$600 per year)
2 Middle School Cadets (6 hours per week)	\$600 (\$300 per year)
<b>Total (per site):</b>	<b>\$96,600</b>

Teachers and school staff will be invited to participate as club and program leaders. Individuals with a passion for literacy support, including EL teachers and paraprofessionals, will be targeted for employment. The teachers and staff will be asked to submit a proposal identifying their ideas for clubs and/or programs based on their interests since programs and clubs that align



with personal interests and passions are more likely to provide retention. The proposal request will be provided the year before the program begins, and teachers will be notified upon selection. Selected teachers will be paid to participate in the training and curriculum workshop. The workshop will allow teachers to plan their program and/or club. Participating teachers will receive a stipend and be offered opportunities for professional development.

### ***Future Teachers of Indiana***

The purpose of this program is to address the issue of Indiana's teacher shortage and to increase the number of minority teachers. In 2019, 92% of districts reported a teachers shortage, according to an annual survey conducted by Indiana State University. A third of districts (32%) reported elementary teacher shortages--up 8% from 2018. Moreover, the percentage of college students in Indiana pursuing an education major continues to decline. There is an even greater challenge in recruiting students of color to go into the field of education.

Therefore, this grant proposal recruitment plan goes beyond the recruitment of teachers and staff to work with the 21<sup>st</sup> CCLC sites for Southwick and Prince Chapman, but also provides an opportunity for middle school and high school students to consider elementary teaching as a career option. Based upon the successful Ben Davis High School's Education Professions Program (formally called Cadet Teaching), we will provide students with organized exploratory teaching experiences working with diverse students in grades Kindergarten through grade 6.

Cadet teachers will have the opportunity to work with elementary school students on literacy development, as well as college and career readiness activities. All teaching experiences will be preplanned by the cooperative education teacher-coordinator and the supervising teacher(s) who are interested in providing cadet teachers with experiences in (1) club and program organization, (2) student behavior management, (3) curriculum and instruction, (4) observations of teaching, and (5) career exploration projects. Study topics and background reading will provide the cadet teachers with information concerning the teaching profession and the nature of the cadet teacher's assignments. Evaluation will be based upon the cadet teacher's cooperation, day-to-day practical performance, and general position assignments.

Intense training will be provided for the teacher education profession students. Sixteen students will receive stipends of \$500 to participate as Future Teachers. In addition, qualifying EAU students will take an Introduction to Education course and receive 3 college credits. Eight students will be selected to work with Southwick students, and eight students will work with Prince Chapman students. These students will be monitored and mentored by our partner, A is for Apple Pie.

## **7. EVIDENCE OF PREVIOUS SUCCESS**

In the first year of operation, the Trailblazer program engaged 281 total students, 125 for PHJH and 156 for EAU. Both sites increased enrollment in Year 2, registering a total of 372 students. Excluding Seniors, 64.7% of EAU Year 1 participants continued in the program in the second year. For PHJH, only 36.8% of participants continued, including 13 students who transitioned to EAU for 9<sup>th</sup> grade. Among the 79 PHJH students who did not participate in the second year, 45 were 8<sup>th</sup> graders and may have transitioned to another high school rather than EAU.

Between the two sites, the first year target was 101 regular attendees (RAPs) or those attending at least 45 days. While only 33 students met the RAP threshold in Year 1, 79 students attended at least 30 days, presenting an opportunity for growth in Year 2. However, Year 2 programming was cut short due to the COVID-19 public health crisis and resulting school closures. As a result, IDOE reduced the threshold for a RAP student to 30 days for the 2019-20 school year. Based on this adjustment, 95 students met the RAP threshold for 2019-20.

<b><u>PHJH</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>	<b><u>EAU</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>
Proposed RAPs	50	50	Proposed RAPs	51	51
Actual Raps	11	38	Actual Raps	22	57
30+ Days	29	38	30+ Days	50	57

### *Participation Detail*

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>PHJH # Students</b>		<b>EAU # Students</b>	
<i><u>Days Attended</u></i>				
<i>No Attendance</i>	0	9	0	21
<i>1 To 29 Days</i>	84	135	107	115
<i>30 To 59 Days</i>	38	32	40	36
<i>60 To 89 Days</i>	2	6	9	17
<i>90 or more</i>	1	0	0	1
<i>Total Registered Students</i>	125	182	156	190





<i>Fall to Spring Retention Rate</i>	81.7%	*	76.9%	*
<i>New Spring Students</i>	32	*	25	*
<i>Overall Average Daily Attendance</i>	20.18 Day	25 Days	26.71 Days	34 Days
<i>Program Days</i>	126	*100	126	*109
<i>Year to Year Retention Rate</i>		36.8%		64.7%

***\*Spring semester retention data for 2019-20 is unavailable due to Covid-19, program days were reduced***

There were also successes and challenges among specific demographic groups. In 2018-19, PHJH and EAU schools reported 39 special education students, a third of whom participated in the Trailblazer program. Special Education students at both sites attended an average of 25 days. This represents a significant success that special education students not only enrolled, but continued to attend frequently. In contrast, there was an under-enrollment of low-income students, especially at PHJH in the first year of programming. Combined, the two sites engaged 174 low-income students eligible for Free or Reduced Lunch (FRL), representing only 31% of eligible students between the two schools. At PHJH, 90.4% of students qualify for FRL, yet only 74.4% of participants (93) were low-income. Similarly, 166 PHJH 7<sup>th</sup> and 8<sup>th</sup> graders were enrolled in 21<sup>st</sup> Century Scholars in 2018-19, but only a third of the scholars participated in the Trailblazer program. Please note that attendance goals were hindered due to the challenge of Covid-19.

***ELL Response***

In responding to the needs of English Language Learners, a team approach has been implemented. The team includes school culturally-responsive translators and teachers, student leaders, partnerships with community organizations, and a strong partnership with families. The schools’ translators and ELL teachers have been enlisted to assist with college and career readiness by promoting opportunities for growth and development. There are sessions 2-3 days after school to provide additional tutoring for those students able to participate. The teachers and translators have also been helpful in communicating with parents and making them part of the efforts through parent teacher conferences and workshops. High school and middle school leaders from diverse backgrounds have been recruited and trained to work with ELL groups and individual students. The high school and middle school leaders will train the elementary ELL students to be inspired to take responsibility for their learning. The model positions ELL student leaders to mentor and empower younger ELL student leaders.

The responsibility to provide ELL to students is shared by parents, teachers, support staff, and community members. According to the National Education Association,<sup>11</sup> English Language Learning is facilitated by partnering with families and communities. Effective strategies for addressing the needs of ELL students include utilization of a research-based process, strategic methods for making grade-appropriate materials, and research-based training on theory, culture, diversity, and social status. Training, technical assistance and funding, advocacy for increasing awareness of coalitions that support educators who work with ELLs, and resources that will help educators learn differentiated teaching strategies are all key elements to a successful program.<sup>12</sup> Meetings with community organizations such as Amani Family Services, NAACP, UNCF, and the Latinos Count in Fort Wayne have been helpful in designing and assessing the needs of students and their families.

**Academic Outcomes**

Academic improvement was measured in the first year of programming using two metrics--grade improvement and NWEA growth. In both cases, the data was analyzed for students who met the IDOE’s standard for a Regularly Attending Participant (RAP), as well as students who attended at least 30 days. The targets for both sites and subjects was 60% of students maintaining an A- or better or improving their grade. In ELA, the program met the target for RAP students at EAU and nearly met the target at PHJH. In both cases, the percentage was higher when factoring in the frequent participants. In the case of math, the program met the target for PHJH but not for EAU. Among frequent participants at EAU, 32.6% earned a D or F in math.

<i>Performance Outcome</i>	<b>PHJH RAP (45 Days or More)</b>	<b>PHJH Frequent Participants (30 Days or More)</b>	<b>EAU RAP (45 Days or More)</b>	<b>EAU Frequent Participants (30 Days or More)</b>
<i>60% of regular participants will increase their ELA (Reading) grade or maintain an A- or better during the academic year.</i>	54.5%	60%	60%	64.6%
<i>60% of regular participants will increase their Math grade or maintain an A- or better during the academic year.</i>	63.6%	58.6%	30.4%	27.3%

Regardless of their level of proficiency, every student has the ability to grow academically throughout the course of the school year. On average, at least 50% of students meet their individual growth targets on NWEA. Among participants in the Trailblazer program, both sites were above the average 50% threshold in both subjects, with the middle school only slightly above average. NWEA data was available for all participants and for those meeting the 45-day regular attendee requirement. In all subjects, at both sites, the program met the NWEA

<sup>11</sup> *Great Public Schools for Every Student* (2020). National Education Association. Retrieved April, 21, 2020, <http://www.nea.org/>.

<sup>12</sup> East Allen County Public Schools. (n.d.). *English Learner Program*. [https://www.eacs.k12.in.us/departments/english\\_learner\\_program](https://www.eacs.k12.in.us/departments/english_learner_program).



growth targets for Year 1. Year 2 NWEA growth data is not available due to school closure.

<i>Performance Outcome Year 1</i>	<b>PHHJ- All participants</b>	<b>PHJH RAP Students</b>	<b>EAU- All participants</b>	<b>EAU RAP Students</b>
<i>At least 60% of regular participants, with growth measures, will meet or exceed their NWEA growth targets</i>	61.8% 7 <sup>th</sup> - 57.6% 8 <sup>th</sup> - 66.7%	63.6%	76.8% 9 <sup>th</sup> - 60.4% 10 <sup>th</sup> - 95.5%	68.4%
<i>At least 60% of regular participants, with growth measures, will meet or exceed their NWEA growth targets</i>	64.4% 7 <sup>th</sup> - 86.4% 8 <sup>th</sup> - 56.9%	67%	73.6% 9 <sup>th</sup> - 65.2% 10 <sup>th</sup> - 83.3%	68.4%

*\*Grades 11 and 12 do not have growth targets on NWEA.*

**Social and Behavioral Outcomes**

Indiana designates a student as a model attendee if they were enrolled for 90% of the school year and attended at least 96% of the time or improved their attendance by at least 3% from the prior year. To align our program with the schools’ improvement goals, we established a target of 80% of participants meeting the definition of a model attendee.

<i>Performance Measure Year 1</i>	<b>PHJH RAP (45 Days or More)</b>	<b>PHJH Frequent Participants (30 Days or More)</b>	<b>EAU RAP (45 Days or More)</b>	<b>EAU Frequent Participants (30 Days or More)</b>
<i>80% of regular participants will meet the state’s definition of a model attendee</i>	81.1%	75.9%	87.8%	90.9%
<i>The number of regular participants who receive disciplinary referrals will be reduced by 25% from the prior school year.</i>	0%		N/A	N/A

Of the PHJH frequent participants, 3 were chronically absent in 2018-19, missing more than 10% of school. These students missed between 19 and 42 days of school--a considerable amount of lost learning time. In total, 7 PHJH frequent participants did not meet the state’s attendance standard of 96%, but with one improving attendance from the prior year by 19%. This student also attended the Trailblazer program for 55 days during the school year, illustrating the opportunity the program has to influence students who struggle with attendance.

PHJH Trailblazer participants accounted for 126 disciplinary referrals from 22 students in 2018-19, but 8 students accounted for 76.2% of these referrals. While not all of these students were frequent attendees, 16 students with 107 total referrals attended the program at least 30 days or more. While some of these students may have discipline problems, including one student with 26 referrals, they are attending a voluntary after-school program. This



demonstrates the opportunity the program has to influence student behavior. In contrast, EAU had very few disciplinary issues among participants in the first year of the program. As an early college school of choice, students who enroll at EAU tend to demonstrate a greater commitment to school. The program advised IDOE that we will be revising the behavioral goal for EAU to one that will provide more meaningful data for the school’s population.

While chronic absenteeism and behavior referrals address deficits that students are demonstrating, the program also measured positive behaviors that promote college and career success.

<b>Performance Measure</b>	<b>Year 1 Outcome</b>
The percentage of low income and minority students on track to earn an Honors Diploma will increase by 10% from Fall until Spring. (EAU only)	N/A All Students on Honors Track
60% of regular Freshman and Sophomore participants will earn college credit or improve a past course grade in a dual enrollment course. (EAU Only)	100%
60% percentage participants with a Student Success Plan (PHJH Only)	100%

***Family Engagement Outcomes***

In addition to improving student engagement and ownership in their own education, our program works to improve parental engagement in the college/career planning and overall schooling of their students.

<b>Performance Measure</b>	<b>Year 1 Outcome</b>
60% of parents will demonstrate increased knowledge about the college-going process	Survey not developed in Year 1
60% of parents will attend at least one parent teacher conference	PHJH 63.6% EAU - School Did Not Track Data

## 8. PROGRAM IMPLEMENTATION

### 1. Evidence Based Programming

Our programming and evaluation plan is based on evidence-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center.<sup>13</sup> The following graphic outlines a continuum of predictors directed at improving achievement and future educational attainment, beginning with foundational literacy by grade 3. These selected predictors provide anchors for our performance measures, activities, and assessment strategies. Evidence-based programming for Southwick and PCA has been identified to improve foundational literacy, ELA and Math proficiency, attendance, behavior and social competence.

Elementary Southwick & PCA	Middle Grades PCA and PHJH	High School EAU	Post Secondary
<ul style="list-style-type: none"> <li>• Reading proficiency by 3rd grade</li> <li>• Chronic Absenteeism below 10%</li> <li>• Being rated highly by teachers on attention span and classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing all ELA and Math courses</li> <li>• Receiving no unsatisfactory behavior grades in 6th grade</li> <li>• Chronic Absenteeism below 20%</li> <li>• Grit scale</li> </ul>	<ul style="list-style-type: none"> <li>• No more than one failure of any 9th grade courses</li> <li>• Dual enrollment participation</li> <li>• FAFSA completion</li> <li>• College Going knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Career Exploration Course</li> <li>• Immediate enrollment after high school graduation</li> </ul>

### ELA Programming

To support literacy development, we will incorporate the four evidence-based recommendations for teaching foundational literacy skills from the Institute of Education Sciences (IES).<sup>14</sup> These recommendations will be incorporated into our programming through direct reading support and through enrichment activities.

1. **Academic Language Skills:** Students will learn vocabulary as well as how to use inferential and narrative skills. Program staff will accomplish this through engaging students in conversation to improve their inferential skills, foster their abilities to develop logic, organize narratives, and acquire academic vocabulary through diverse reading activities (WWC, 2020). Teachers will focus on words that appear frequently in academic books, using them in context and applying them to formal writing. Additionally, vocabulary will be used to expand career awareness among young students.
2. **Phonemic Awareness:** Kindergarten and first grade students will focus on linking sounds to written letters. Through one-on-one tutoring, students will be taught to break sentences into words and words into smaller sounds. This phase facilitates spelling and decoding words. ELL students will receive additional coaching in phonemic awareness as needed.
3. **Decoding:** 1st-3rd graders will learn to break more complex words into smaller, recognizable parts. Our programming supports decoding through one-on-one tutoring.
4. **Daily Reading:** Students will read connected text daily to support fluency and comprehension during a “Drop Everything and Read” period, with an emphasis on books

<sup>13</sup> *Predictors of Postsecondary Success*. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

<sup>14</sup> *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade*. (July 2016). Institute of Education Sciences. [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf).



that promote knowledge about careers, foster interest in a variety of topics (e.g. science, the arts, nature, history), and are inclusive of the diverse student population.

Further, we will engage readers through cooking, science, art, and other hands-on projects. Students will also develop conversational skills by interviewing people from various careers. Scrapbooking and digital storytelling will be used to help students explore their aspirations while simultaneously increasing their literacy and language skills. Storytelling will be implemented particularly with our ELL students in mind given studies indicate it has considerable pedagogical benefits for language and reading development in English learners.<sup>15</sup>

To support our literacy programming, we will utilize the “Wonders” literacy curriculum.<sup>16</sup> The print and digital resources help to build foundations in literacy through reading fiction and non-fiction, writing, and developing social-emotional learning skills. It is appropriate for typical core classrooms, English language learners, and students who are receiving intervention support. The program was evaluated by Windy Dorsey (2015), an independent researcher, who studied 12 third grade classrooms in North Carolina and found that elementary students who used “Wonders” experienced statistically significant increases in their reading skills.<sup>17</sup>

### **Math Programming**

The benefits of hands-on learning, particularly in mathematics and science, are well-established. Students who have the opportunity to engage the body and the mind while exploring new concepts retain information more effectively due to the critical thinking required in the midst of learning (Ingmire, 2015).<sup>18</sup> With this in mind, the after-school math curriculum will be interactive. Using STEAM-based activities provided by our partnerships with Science Central and A is for Apple, students will have the opportunity to explore math and science through experiments, manipulatives, cooking, creating, inventing, and playing games. Students will also continue to explore mathematical concepts using Lexia 5 through Rosetta Stone as is part of their schools’ curriculum; however, our after-school programming emphasis will be on active learning.

### **Social and Behavioral Programming**

Poor attendance in early grades is a significant contributing factor to early literacy deficits. Recall that 21% of students at Southwick (K-2) were chronically absent last year. Additionally, low-income children are four times more likely to be chronically absent.<sup>19</sup> To

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<sup>15</sup> Lucarevski, C.R. (2016). The Role of Storytelling in Language Learning: A Literature Review. *Working Papers of the Linguistics Circle of the University of Victoria*, 26(1), 24-44.

<sup>16</sup> <http://www.theteachersguide.com/mcgrawhillwonderskindergarten.htm>

<sup>17</sup> Dorsey, W. (2015) “Balanced Reading Basals and the Impact on Third-Grade Reading Achievement,” *Journal of Organizational and Educational Leadership*: Vol. 1: Iss 2. Available at: <http://digitalcommons.gardner-webb.edu/joel/vol1/iss2/2> (<https://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=21> , downloaded 6/9/2020.)

<sup>18</sup> Ingmire, J. (2015). Learning by Doing Helps Students Perform Better in Science. *UChicagoNews*. Retrieved July 24, 2020 from <https://news.uchicago.edu/story/learning-doing-helps-students-perform-better-science>.

<sup>19</sup> *10 Facts about School Attendance* (2018). Attendance Works: Advancing Student Success by Reducing Chronic Absence. Retrieved July 17, 2020 from <https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>.

promote good attendance, we will utilize resources from *Attendance Works* with students, parents and program staff. This includes attendance themed lessons for students, incentive programs for students and parents, parent workshops, and training for program staff. Parents are often unaware of the cumulative effects of absenteeism and how quickly absences add up to academic deficits in the early grades. Parent workshops, conducted by Amani Family Services, will focus on the importance of attendance, celebrate families for improving attendance, and connect families to resources if they are facing barriers such as transportation, housing, or health issues that prevent students from getting to school. We will also plan showcase events and field trips in May and June to keep learning going as the school year ends and attendance typically declines.

Poor attendance and behavior can often be related to student attitudes about school and their own abilities. Students with a growth mindset believe that their skills and intellect can be developed. In contrast, fixed mindset students believe intelligence is innate, rather than the result of effort and development. Based on research by Carol Dweck<sup>20</sup> and Angela Duckworth<sup>21</sup>, MindCap, one of our program partners, will facilitate the “Think Like a Tiger” program, over a 5-week period. The program will help students develop a growth mindset and celebrate the importance of grit.

## **2. Objectives, Activities, Performance Measures and Assessment Strategies**

Our evaluation plan is based on evidenced-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center.<sup>22</sup> These predictors provide anchors for our performance measures, activities, and assessment strategies. The program goals also align to the needs of the schools as evidenced by school improvement plans and state and federal accountability. The chart below summarizes our goals, activities, performance measures and methods of assessment.

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<sup>20</sup> Dweck, C.S. (2006). *Mindset: The New Psychology of Success. How We Can Learn to Fulfill Our Potential*. New York, NY: Ballantine Books.

<sup>21</sup> Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal Of Personality And Social Psychology*, 92(6), 1087- 1101.

<sup>22</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

<b>Objectives, Activities, Performance Measures and Assessment Strategies (Elementary) Southwick (K-2) and Prince Chapman (3-6)</b>				
<u>Program Goals</u>	<u>Program Objectives</u>	<u>Program Activities</u>	<u>Performance Goals/Measures/Targets</u>	<u>Assessment Strategies and Timeline</u>
<p><b><u>Improve Academic Achievement</u></b></p> <p><b><u>Outcome Statement</u></b> Students demonstrate measurable gains in reading and math.</p> <p><b><u>Alignment to CCR</u></b></p> <p><b>Southwick</b> Students will be proficient in reading by Grade 3.</p> <p><b>PCA</b> Students will pass all ELA and Math Courses</p>	<p>1) Regular participants will increase their reading comprehension achievement.</p> <p>2) Regular participants will increase their mathematics achievement.</p>	<p>“Drop everything and Read” periods</p> <p>“Exploring Careers through Literacy” programming</p> <p>“A is for Apple” hands-on activity programming</p> <p>Lexia 5 through Rosetta Stone</p> <p>“Wonders” curriculum</p> <p>1st Source Bank Financial Literacy programming</p> <p>MindCap Cognitive Advantage “Think Like a Tiger” programming</p> <p>Science Central STEAM programming</p> <p>Homework Help &amp; tutoring</p>	<p><b><u>Required CCLC Performance Measures:</u></b></p> <p>1.a) 60% of regular participants will increase their ELA (Reading) grade or maintain an A- or better during the academic year.</p> <p>2.a) 60% of regular participants will increase their Math grade or maintain an A- or better during the academic year.</p> <p><b><u>Additional Measures</u></b></p> <p><b><u>PCA</u></b></p> <p>1.b) 60% of participants, with growth measures, will meet or exceed their NWEA growth targets from Fall to Spring in Reading.</p> <p>2.b) 60% of participants, with growth measures, will meet or exceed their NWEA growth targets from Fall to Spring in Math</p> <p><b><u>Southwick</u></b></p> <p>1.c) At least 60% of participants will be proficient on TRC by the end of the school year.</p>	<p>1.a and 2.a) First and Second Semester Grades in ELA and Math</p> <p>1.c) Beginning, Middle and End of Year TRC (Text Reading Comprehension)</p> <p>1.b and 2.b) Beginning, Middle and End of Year NWEA in Reading and Math</p> <p>Assessment Timeline Beginning, Mid-Year, and end of each academic year</p>



<p><b>Improve Social and Behavioral</b></p> <p><u><b>Outcome Statement</b></u>  <b>Students are engaged in their own academic success.</b></p> <p><u><b>Alignment to CCR Southwick</b></u>          Students will miss no more than 10% of school</p> <p>Being rated highly by teachers on attention span and classroom Participation</p> <p><b>PCA</b>          Students will miss no more than 10% of school</p> <p>6th Graders receive no disciplinary infractions</p> <p>Students demonstrate grit and resilience</p>	<p>1) Regular participants will improve or maintain strong school attendance</p> <p>2) Regular participants will demonstrate positive habits that support their academic success</p>	<p>Career Clubs</p> <p>Career pathway mentorship</p> <p><u>Partner Programs:</u>          - “Girls Rock” leadership programing          -“Fathers First” leadership programing          -MindCap sessions          -”Latinos First” programming          -McMillen Health programming          -Amani Family Services programming</p>	<p><u><b>Both Schools</b></u>          1.a) 80% of students will meet Indiana’s definition of a model attendee, attending at least 96% of school or improving attendance by at least 3%</p> <p><u><b>Southwick</b></u>          2.a) 60% of regular participants will demonstrate positive classroom habits that support their learning, as measured by teacher surveys</p> <p><u><b>PCA</b></u>          2.b) 60% of regular attending 6th graders will receive no disciplinary infractions</p> <p>2.c) 80% of 6th Graders will receive counseling on High School graduation requirements and create a graduation plan</p>	<p>1.a) Attendance report</p> <p>2.a) Teacher Surveys and Observations</p> <p>2.b) Disciplinary reports and Report Card reviews</p> <p>2.c) Graduation Plan</p> <p>Assessment Timeline Beginning, Mid-Year, and end of each academic year</p>
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<p><b><u>Increase family Involvement</u></b></p> <p><b><u>Outcome Statement</u></b> Parents are engaged in the education and college /career planning of their students, as well as their own career development</p>	<p>1) Parents gain knowledge of skills, techniques, and strategies to foster learning</p> <p>2) Parents gain increased knowledge of college admission requirements</p>	<p>Parent workshops</p> <p>Orientation program</p> <p>College Cost Estimator</p> <p>Career coaching</p> <p>Reduced fee/free college courses</p> <p><u>Partner Programs:</u> -1st Source Bank Financial Literacy -Amani Family Services -Girls Rock Fort Wayne -Vincennes University -Ivy Tech -Purdue Fort Wayne</p>	<p><b>Both Schools</b></p> <p>1.a) 90% of participant parents attend parent /teacher conferences</p> <p>2.a) 60% of parents will demonstrate increased knowledge about the college-going process for their students and/or themselves</p>	<p>1.a) Parent Survey workshop participation, parent teacher conference attendance</p> <p>2.a) Workshop surveys, parent enrollment in college courses or training</p> <p>Assessment Timeline Mid-Year and End of each year</p>
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## **9. PROGRAM COMMUNICATION**

### **1. Communication with Schools**

After consulting the school principals and their relative staff members, our communication plan began with this application process through quality pre-planning and Memorandums of Understanding that reflect agreements to provide access to student records and routes of communication. The schools will provide all parents with an application with a consent form for accessing student data. Completed applications are to be returned to the Vincennes University Early College Program. We have also reached out to non-public schools in the area, and the following schools have expressed interest in participating in our program: **Lutheran South Unity School, Bishop Luers, and Martin Luther King Montesori.**

The CCLC site staff and the Evaluator will regularly work with district/school staff to maintain current data for students. CCLC site directors will also provide principals with a monthly schedule that identifies key ELA and math standards that will be emphasized through after-school programming. Principals can provide input on critical areas of focus to ensure CCLC programs align with school time. Quarterly alignment/progress meetings will be held with the principal and key school staff to discuss individual student and group progress, as well as continued alignment to school improvement plans and emerging issues in the school. We will communicate regularly with school staff, families of participating students, and community stakeholders on student and program progress.

Students will complete a weekly homework planning tool, a form used by the SEDL National Center for Quality Afterschool, and classroom teachers will sign off on these homework plans. This tool builds student responsibility, and it improves communication between teachers and CCLC staff about student progress.

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

The CCLC logo will be placed on all documents and marketing materials. We will refer to the locations at which our programs are held as 21<sup>st</sup> Century Community Learning Centers. We will create stationery which features the CCLC logo alongside the logo for East Allen University. Promotional materials will include the phrase “Funded in full or in part by the Indiana Department of Education.”



## 10. PROFESSIONAL DEVELOPMENT

### 1. Professional Development Plan

<b>Program Name</b>	Vincennes University
<b>Program Director</b>	Odelet Nance, PhD

#### **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?

<b>Program Name</b>	Vincennes University
<b>Program Director</b>	Dr. Odelet Nance West PhD
<b>Dates of Implementation</b>	June 1, 2021—June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	<a href="#">CYC Competency</a> Alignment (if applicable)
College and Career Readiness	Indiana Youth Institute	Staff will have a desire to learn current college/career practices and procedures	Staff will feel better equipped to help intermediate students prepare for college	Program Director – 1 Program Managers – 2 Site Coordinator – 2 Front Staff - 2	16	\$680	100% CCLC	June, 2021	Professionalism
Professional Development Training	Dr. Jeanne Zehr, Dr. Jamie Garwood	Grant Planning, Finalize Schedule, Program Rules & Regulations, Recruitment & Retention	Grant Planning, Finalize Schedule, Program Rules, Regulations, Recruitment	Program Director – 1 Program Managers – 2 Site Coordinator – 2 Front Line Staff - 6	16	\$1800	100% CCLC	June, 2021	Communication and Relationships  Developmental Practice Methods



	Advisory Council EWIN CELL Institute	Creating a College-Going Culture for Elementary Students							
Staff Planning Meeting Southwick Elementary School (SES) and Prince Chapman Academy (PCA)	21 <sup>st</sup> CCLC Program Manager/ Program Director	Better user knowledge of Cayen software and how to better utilize functions. Review IN-QPSA Results	Grant Planning, Finalize Schedule, Program Rules and Regulations, Recruitment	Program Director-1 Program Manager – 2 Site Coordinator – 2 Front Line Staff - 8	4	0	100% CCLC	July, 2021	Developmental Practice Methods
East Allen County Schools (EACS) Back-to-School/ EACS Training (SES and PCA)	East Allen County Schools (EACS)  Amani Family Services	Training provided to update staff on new procedures and practices.  College Readiness/ Improving Academic Achievement, Cultural Competency, EL Training	Training provided to update staff on new procedures for the new program year 20-21. Staff will use Mindset Growth Strategies.  College Readiness.	Program Director-1 Program Manager – 2 Site Coordinator – 2 Front Line Staff – 8 Teachers - 20	6	\$500	75% Title I, EACS  25% CCLC (Contracted Services)	August, 2021	Developmental Practice Methods
CPR/ AED Certification (SES and PCA)	East Allen County Schools (EACS)	To provide staff with CPR/ AED training that would ensure safety for any student, should the need arise for CPR and/or AED usage.	To provide staff with CPR/AED training that would ensure safety for any student should the need arise for CPR and/or AED usage.	Program Director Program Manager – 2 Site Coordinator – 2 Front Line Staff – 4 Teachers - 20	4	0	Title I, EACS	August, 2021	Developmental Practice Methods
21 <sup>st</sup> Century Community Learning Centers Multi-State Conference (SES and PCA)	21 <sup>st</sup> CCLC Multi-State Conference	Provide staff with the opportunity to learn best practices and innovate after school programming to reach low-performing students in high-poverty areas.	Staff have a desire to learn best practices and innovative after school programming to reach low-performing students in high-poverty areas.	Program Managers - 2	16	\$3000	100% VU Local Career Coaching Grant	Oct., 2021	Developmental Practice Methods
Conference on Youth (SES and PCA)	Great Kids Make Great Communities	Staff wish to become more trauma-informed and learn how to use strength-based practices. Obtain Literacy Resources	Staff wish to become more trauma-informed and learn how to use strength-based literacy practices.	Program Manager – 2 Site Coordinator – 2 Front Line Staff - 8	6	\$450	100% CCLC	Oct., 2021	Developmental Practice Methods  Communication; Relationships
Y is for Youth (online training) (SES and PCA)	Online training	Staff will have the opportunity to choose their topic: college and	Staff will learn new practices and procedures in	Program Director – 1 Program Manager- 2 Site Coordinator – 2	2	0	100% CCLC	Dec., 2021	Developmental Practice Methods



		career readiness, workforce certification or parent engagement.	college and career readiness, workforce certification and parent engagement.	Front Line Staff - 8					
Literacy Training (SES and PCA)	Shaneena Rolfe	Learn how to increase help develop literacy skills through college & career readiness terms	Staff will learn how to help students strengthen academic skills and prepare for college rigor at an early age.	Program Director – 1 Program Manager – 2 Site Coordinator – 2 Front Line Staff – 8 Teachers - 20	2	\$500	100% CCLC	Jan., 2022	Developmental Practice Methods Communication and Relationships
Y is for Youth (online training) (SES and PCA)	Online training	Staff will have the opportunity to choose their topic: college and career readiness, workforce certification, or parent engagement.	Staff will learn new practices and procedures in college and career readiness, workforce certification and parent engagement.	Program Manager – 2 Site Coordinator – 2 Front Line Staff - 8	2	0	100% CCLC	Feb., 2022	Developmental Practice Methods
Indiana Afterschool Network (IAN) Indiana Summit on Out-of-School Learning (SES and PCA)	21 <sup>st</sup> CCLC	This Summit will bring together youth programs, schools, and community partners to connect, learn new ideas and access valuable resources, in order to transform learning to beyond the school day.	Staff will have desire to learn fresh ideas on afterschool and summer programming	Program Manager – 2 Site Coordinator – 2 Front Line Staff - 6	16	\$500	100% CCLC	April, 2022	Developmental Practice Methods; Professionalism

**Professional Development Plan Cost:**

Total Estimated Cost	\$4,730	% of Total Budget	<b>%2.3</b>
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**2. Assessment**

As an existing CCLC provider, we received recommendations for professional development as part of our external evaluator report after our first year of programming. We also completed the IN-QPSA self-assessment process provided by the Indiana Afterschool Network, measuring our program against the Indiana Afterschool Standards, including College and Career Readiness standards. This information has provided valuable feedback for improving our programming, training our staff, and meeting the needs of our students.



We will continue to utilize the IN-QPSA self-assessment, and evaluator observations, to determine staff training needs and the success of the professional development offered, with an emphasis on the following College and Career Ready professional development standards:

- 3a. Staff and volunteers are trained in best practices in youth development and college and career readiness programming
- 3b. Staff and volunteers have the knowledge and skills to guide youth of all ages on their unique pathways to college and careers
- 3c. Staff and volunteers are well-informed about resources and opportunities in colleges and careers

Additionally, our staff completed a strategic planning process with the Education Workforce Innovation Network/ University of Indianapolis CELL Center (EWIN), for assistance in strengthening our career exploration curriculum. The process identified community assets, envisioned student outcomes, established career exploration outcomes, and included activity planning for the upcoming year. If awarded this grant, we will expand this process to Southwick and PCA program staff.

At the start of the first year of programming, our evaluator will train staff on the performance measures for the program. Staff will also be surveyed about what skills and resources they need to support the achievement of those performance measures. Following each professional development opportunity, as detailed in our proposed Professional Development plan, we will survey staff to assess their acquired knowledge and remaining need to support continuous improvement.

### **3. Staff Plans**

As required by the grant, the 21st CCLC Program Director and Site Coordinator(s) will attend three (3) annual trainings and two (2) annual regional meetings provided by the Indiana Department of Education. Outside partners will also provide professional development for program staff. All staff will participate in the regular professional development days provided by both East Allen County Schools and Vincennes University. Administrative and front line





staff will attend the annual Indiana Youth Institute Out of School Summit which will provide training for the program director, program managers, the site coordinator, and two frontline staff members. Dr. Jeanne Zehr and Dr. Jamie Garwood, along with the EWIN CELL institute, will provide professional development training for the program director, program managers, site coordinator, and frontline staff. This is to help us accomplish a goal of achieving a college-going culture through the improvement of literacy skills for elementary students.

Our program managers will attend the 21<sup>st</sup> CCLC Multi-State Conference, in order to provide staff with the opportunity to learn best practices and innovate after school programming to reach low-performing students in high-poverty areas. Staff from Southwick and PCA will attend the Conference on Youth from Great Kids Make Great Communities. This will help the staff to become more trauma-informed and learn to use strength-based practices. Y is for Youth will provide online training. Staff will learn new practices and procedures in college and career readiness, workforce certification, and parent engagement. Exploring Literacy through College & Career Readiness program will allow our staff to learn how to increase college and career readiness skills in students through reading and writing. The program will assist us in aligning with graduation pathways. Finally, the Indiana Afterschool Network (IAN) Indiana Summit on Out-of-School Learning will bring together youth programs, schools, and community partners to connect, learn new ideas, and access valuable resources in order to transform learning beyond the school day. Additionally, CPR/AED certification will be provided by EACS for all staff members.

#### **4. Enhancing Quality :**

According to Darling-Hammond et al's (2017) report to the Learning Policy Institute, on Effective Teacher Professional Development (PD), effective PD is content focused, incorporates active learning, supports collaboration, uses modelling, provides coaching and expert support, offers opportunities for feedback, and is of sustained duration. VU has been and remains committed to high-quality, effective professional development for all of our staff members.

As we build relationships with students, we will bring in a number of experts who are committed to effective professional development to educate our staff. These include Dr. Zehr of the MindCap Institute who provides workshops for our staff in growth mindset. During these



sessions, our staff learns to enhance program quality through the Feuerstein Method, which helps us to understand the learning styles of students and to view intelligence as something that can be improved through perseverance, rather than as a static phenomenon. Multiple sessions ensure that staff members receive the support they need and are able to grow and develop throughout the school year.

The Amani Family Services Group is a private nonprofit organization serving more than 1,800 families and individuals annually from around the world who currently reside in Allen County. Amani Family services will provide Bicultural Adjustment Groups for students and Cultural Competency Consulting while participating in CCLP during the 2021-2022 school year. Furthermore, they will help our program to accomplish its goals by providing a full-time Family Advocate/Liaison, with interpretation and language skills development as needed, to assist students and parents in navigating East Allen Community Schools. They will also participate in the 21st CCLC Advisory Group.

## **11. EVALUATION**

### **1. Evaluation Plan**

Our evaluation plan is based on evidenced-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center.<sup>23</sup> The graphic in the Strategies of Measurement section (page 49) outlines a continuum of indicators directed at improving future achievement and educational attainment, beginning with foundational literacy by grade 3. Using this continuum as a framework, our evaluation plan consists of a baseline evaluation, formative feedback, and a summative evaluation. In the strategies of measurement section, we have provided a summary table of instruments, performance measures, the timeline, and responsible party for collecting and reporting findings.

The **baseline assessment** began with assessing the community and school conditions. This included data analysis for program planning using school data (e.g. NWEA, WIDA, Dibels, behavior, attendance), Census data, and focus group feedback from parents and school administrators. In support of this grant application, our local evaluator also reviewed the School Improvement Plans (SIP) for Southwick and PCA and met with the school principals to discuss proposed outcomes. This was done to ensure our program activities and outcomes align to the goals of the school and supports the daily efforts of the school to improve academic and behavioral outcomes. Baseline data will also be collected and entered by the data specialist at the beginning of the school year from NWEA and TRC. This will help program staff identify student needs. Program staff and the Advisory Council will also receive training at the start of the year on performance measures and the baseline data that was used to identify said measures.

**Formative** student data will be used to continuously improve tutoring and programming throughout the program year. We will also utilize mid-year data to counsel and support students, plan programming, and train program staff. This data includes formative assessment data, student grades, attendance, and behavior infractions. Surveys and focus groups for students and parents will also be used to continually improve the program. We will conduct two parent surveys a year and additional surveys following any parent/family workshops regarding needs, concerns, student gains, and challenges. We will also use the online IN-QPSA self-assessment tool to rate our performance based on Indiana Afterschool Standards<sup>24</sup>. This self-assessment will include program staff, our Advisory Council, parents, students, and our external evaluator. For Southwick and PCA, we will also utilize the Literacy Standards as part of our assessment. To support continuous improvement, site directors will meet with principals on a monthly basis to discuss program improvements and needs. Our external evaluator will also present a mid-year data analysis to program staff and provide training on data monitoring in order to improve programming and support individual students. This would include formative assessment data (i.e. NWEA), survey findings, attendance, and behavior outcomes.

**Summative** data will be used to measure annual progress towards our performance measures. At the end of each year of the project, our external evaluator will prepare and submit

<sup>23</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

<sup>24</sup> Indiana Quality Program Self-Assessment (IN-QPSA). Indiana Afterschool Network. <https://www.indianaafterschool.org/quality/assessment/>

to the Vincennes University Early College Office and the CCLC advisory committee a detailed report that includes the following information: (1) evidence of program quality (using Indiana's After-School Standards), (2) student program attendance trends, (3) progress towards each of the stated performance measures, and (4) program improvement recommendations. Annual reporting will include both formative and summative data and will be qualitative and quantitative. Data will also be disaggregated by demographic groups, grade levels, and by program attendance. Teachers will complete an annual survey required by IDOE. We will submit to IDOE the following reports annually: Financial Reports, Professional Development Report, and a Local Evaluation Report. The evaluation for Year Two and beyond will include longitudinal analysis, culminating with a report in Year Four that includes aggregated data across all four years. We will also provide all necessary data to facilitate effective site visits by IDOE. Our external evaluator will present findings to our program staff, school leadership, and advisory council.

At each phase of evaluation--baseline, formative and summative--our evaluator will compile and present data, provide recommendations, and facilitate discussion about program improvements. Grades, attendance and behavior data will be collected from the schools at the end of each semester. NWEA and TRC will be collected from the school three times a year, at the beginning (BOY), middle (MOY), and end of year (EOY). The IN-QPSA self assessment will be administered in the spring to provide input for the following year's planning. The external evaluator will also utilize these findings in the annual evaluation. Each year's annual evaluation will include summative data from the previous year, to provide context and progress.

## **2. Local Evaluator**

As a current CCLC site, we utilize an external evaluator to review our program, assist with data management, and provide progress-monitoring feedback. Our evaluator, Dr. Jamie Garwood, has a decade of experience evaluating the outcomes of social service programs, including after-school tutoring, mentoring, and employment programs. Previously, Dr. Garwood was employed as the Director of Education for United Way of Allen County. In this capacity, she developed and led a community-wide literacy initiative to close the 3<sup>rd</sup> grade reading gap and started one of the largest *Real Men Read* projects in the country, pairing male mentors with 2<sup>nd</sup> and 3<sup>rd</sup> grade classrooms for monthly guided reading sessions. Dr. Garwood also evaluated the outcomes of United Way-funded social service programs, particularly after-school tutoring and mentoring programs. This work included developing United Way's logic models and measurement frameworks. In addition to collecting and evaluating program related data, she was responsible for collecting community level data to better understand community conditions.

Dr. Garwood continued this work with the Fort Wayne Urban League as the Director of Programming. In this role, she was responsible for developing and monitoring the logic models and outcomes of Urban League programs in education, housing, and employment. Dr. Garwood also implemented an agency-wide client database to collect and monitor program outcomes. During this time, Dr. Garwood secured one of just five National Urban League college readiness grants for Fort Wayne. Her familiarity with college readiness programming is an asset to our after-school programming. She previously chaired Allen County's College Success Coalition.



Currently, Dr. Garwood works for Ball State University in the Office of Charter Schools. In this role she evaluates the academic performance of charter schools throughout Indiana. This evaluation includes a range of formative and summative data sources, academic and non-academic measures, and postsecondary success data. Dr. Garwood has aligned performance metrics with national norms and research. She also works with schools to understand their data and effectively communicates results to school staff and boards.

Dr. Garwood applies the quantitative and qualitative skills gained through professional experience and education. She has a Bachelor’s degree in Sociology with a focus on education and social welfare. This sociological foundation provided a base of analytical skills to earn a Master’s Degree in Public Policy. Dr. Garwood also completed her Doctorate in Education Leadership by conducting a two-phase, mixed method sequential study of Indiana’s K-12 voucher program. She is also a trained lead evaluator for Cognia (formerly AdvancED)--a school accreditation agency.

### 3. Strategies of Measurement

As previously stated, our evaluation plan is based on evidenced-based research on predictors of post-secondary success compiled by the College and Career Readiness and Success Center.<sup>25</sup> The following graphic outlines a continuum of indicators directed at improving future achievement and educational attainment. These indicators provide relevancy for our performance selected measures, activities, and assessment strategies. Each performance measure for our program links back to overarching indicators of college and career readiness.

Elementary Southwick & PCA	Middle Grades PCA and PHJH	High School EAU	Post Secondary
<ul style="list-style-type: none"> <li>• Reading proficiency by 3rd grade</li> <li>• Chronic Absenteeism below 10%</li> <li>• Being rated highly by teachers on attention span and classroom participation</li> </ul>	<ul style="list-style-type: none"> <li>• Passing all ELA and Math courses</li> <li>• Receiving no unsatisfactory behavior grades in 6th grade</li> <li>• Chronic Absenteeism below 20%</li> <li>• Grit scale</li> </ul>	<ul style="list-style-type: none"> <li>• No more than one failure of any 9th grade courses</li> <li>• Dual enrollment participation</li> <li>• FAFSA completion</li> <li>• College Going knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Career Exploration Course</li> <li>• Immediate enrollment after high school graduation</li> </ul>

First, our academic performance measures support the ultimate goal of reading proficiency by 3rd grade and proficiency in ELA and Math courses. We will utilize course grades and formative assessments to evaluate progress towards this outcome. Secondly, our social and behavior measures support strong school attendance, positive classroom behavior, and personal accountability. Our attendance measure links to the school’s state/federal accountability measures, using the same standard for a “model attendee.” For PCA, we have selected behavior measures that support the successful transition into middle school and, ultimately, the transition to high school. We will measure these outcomes using behavior data from the school and the student’s college/career plan. At Southwick, our social and behavior measure supports the early

<sup>25</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

adoption of positive school behaviors, including class participation, homework completion, and attentiveness. We will measure these attributes through teacher surveys. Finally, our family engagement outcomes are directed at helping parents to be engaged in their child’s education, as well as supporting their own educational and professional development. We will measure these outcomes through participation at parent teacher conferences, workshops, enrollment in dual-credit courses, and participation in internships/job shadowing opportunities.

As required by the 21<sup>st</sup> CCLC program, we will provide all necessary data regarding student attendance, program activities, achievements, and other data will be collected and entered in the 21<sup>st</sup> CCLC data collection system. As required by the IDOE, data will be entered regularly and finalized each semester. A program assistant will collect all required data from schools following the MOU with EACS (consent forms provided by participants’ parents, etc.). The program assistant will follow up with teachers and administrators to ensure a high response rate and to obtain data three times a year, within 30 days of the end of the testing periods. Our evaluator will provide technical support on data management, and provide an annual report to IDOE on outcomes for students attending at least 45 days for more. Our evaluator will also provide a more comprehensive report to our program reflecting the performance and participation of all participants.

<u>Measurement Instrument</u>	<u>Measured Outcomes</u>	<u>Baseline</u>	<u>Formative</u>	<u>Summative</u>
Community Needs Assessment		Collected by Evaluator		Reported by Evaluator
School Improvement Review		Collected by Evaluator		Reported by Evaluator
First and Second Semester Grades	<p><b><u>Both Sites</u></b> 60% of regular participants will increase their ELA (Reading) grade or maintain an A- or better during the academic year.</p> <p>60% of regular participants will increase their Math grade or maintain an A- or better during the academic year.</p> <p><b><u>PCA</u></b> 60% of regular attending 6th graders will receive no disciplinary infractions</p>		Collected by program data specialist at end of each semester	Collected by program data specialist at end of year  Reported by Evaluator
Attendance and Behavioral Data	<p><b><u>Both Sites</u></b> 80% of students will meet Indiana's definition of a model attendee, attending at least 96% of school or improving attendance by at least 3%</p>		Collected by program data specialist MOY	Collected by program data specialist EOY

				Reported by Evaluator
NWEA	<p><b><u>PCA</u></b> At least 60% of participants, with growth measures, will meet or exceed their NWEA growth targets from Fall to Spring in Reading.</p> <p>At least 60% of participants, with growth measures, will meet or exceed their NWEA growth targets from Fall to Spring in Math</p>		<p>Collected by program data specialist MOY</p> <p>Reported by Evaluator</p>	<p>Collected by program data specialist EOY</p> <p>Reported by Evaluator</p>
TRC	<p><b><u>Southwick</u></b> At least 60% of participants will be proficient on TRC by the end of the school year.</p>	Collected by program data specialist BOY	Collected by program data specialist MOY	<p>Collected by program data specialist EOY</p> <p>Reported by Evaluator</p>
IN-QPSA	Continuous Improvement		Collected by Evaluator annually in Spring	Reported by Evaluator
Teacher Surveys	<p><b><u>Southwick</u></b> 60% of regular participants will demonstrate positive classroom habits that support their learning, as measured by teacher surveys</p>		Collected by Evaluator in Spring	IDOE Surveys
Parent and Student Surveys	Continuous Improvement		Collected by Evaluator	Reported by Evaluator
Workshop Attendance and Post Workshop Survey	<p><b><u>Both Sites</u></b> 90% of participant parents attend parent /teacher conferences</p> <p>60% of parents will demonstrate increased knowledge about the college-going process for their students and/or themselves</p>		Collected by program data specialist following workshops & conferences	<p>Collected by program data specialist EOY</p> <p>Reported by Evaluator</p>



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

Focus Groups	Continuous Improvement		Collected by Evaluator twice a year	Reported by Evaluator
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## 12. SAFETY AND TRANSPORTATION

According to Afterschool Alliance, three percent of children in elementary school, or more than 800,000 students, and 19 percent of children in middle school, or 2.2 million students, are looking after themselves after school. Add to that the fact that many middle and high school students are responsible for their elementary school aged siblings, and that leaves millions of students without adult supervision or structure between 3:00 and 6:00 pm. In a 2014 survey conducted by Afterschool Alliance, 3 in 4 parents agree that afterschool programs help give working parents peace of mind about their children when they are at work, and among parents with children in afterschool, agreement jumps to 85 percent.<sup>26</sup> Given these statistics, the need for afterschool programming as a form of child care and safety in the United States is strong.

By providing a safe space and structured environment for elementary students to spend their after school time, we hope to prevent students' exposure to negative experiences that could lead to victimization and/or juvenile crime. According to the *Journal of Youth and Adolescence*, "research has found associations between both parental supervision and unstructured time after school to delinquent behavior, substance use, high-risk sexual behavior, risk-taking behaviors, and risk of victimization" (Kremer, 2015).<sup>27</sup> Through adult and peer mentorship, homework help, college and career information, healthy snacks, and intramural sports, Southwick and PCA students will receive academic, social, and physical enrichment afterschool. These opportunities will encourage growth mindset and discourage reckless and delinquent behavior as well as protect students from potential dangers and victimization that can occur in unsafe settings.

Vincennes University has operated an after-school program for more than five years and has strict policies for student safety.

- 1. Transportation To and From:** District transportation will be provided for EACS students; however, most of the students live within walking distance of the school. As needed, transportation will be provided by VU through contracted busing services. Vincennes University abides by the policies and procedures of East Allen County Schools (EACS). The EACS Transportation Department has a staff of 130 members who responsibly transport over 6,700 students across routes totalling more than 9,800 miles per day. Furthermore, this department is introducing the "Parent Portal " App, which will allow parents to monitor their children's busses in real time via EACS's GPS system ([www.eacs.k12.in.us](http://www.eacs.k12.in.us)).
- 2. Needs of Working Families:** Providing transportation helps us to meet the needs of working families--some of whom indicated in our parent survey that lack of

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<sup>26</sup> Afterschool Alliance. America after 3PM: *Afterschool programs in demand*. 2014 [http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM\\_National\\_Report.pdf](http://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf).

<sup>27</sup> Kremer, K. P., Maynard, B. R., Polanin, J. R., Vaughn, M. G., & Sarteschi, C. M. (2015). Effects of after-school programs with at-risk youth on attendance and externalizing behaviors: a systematic review and meta-analysis. *Journal of youth and adolescence*, 44(3), 616-636. <https://doi.org/10.1007/s10964-014-0226-4>.



transportation was a barrier which prohibited their children from participating in afterschool activities.

- 3. On-Site Safety:** Vincennes University abides by the policies and practices of EACS. A school resource officer (SRO) has been assigned to each attendance area in EACS. VU staff met with our school's resource officer to create policies for our afterschool programs. EACS is committed to the safety of students and staff, making schools some of the safest places in the community for children. Staff are trained to deal with emergency situations. We practice drills for situations such as evacuations for fires, protective measures for tornadoes, and active intruders.

EACS has strengthened the safety of our buildings by modifying the front entrances so they are secure. No visitor may enter the building without first signing in and receiving a temporary badge. Each visitor must identify him or herself, state his or her business, and be approved by a staff member in order to enter the school building. Limiting access to school buildings reduces our vulnerability to intruders. This philosophy is known as Crime Prevention Through Environmental Design (CPTED) and is advocated by the National Institute of Crime Prevention. EACS also utilizes A.L.I.C.E. so that both staff and students will know how to respond in the unlikely event of an armed intruder. Site staff will maintain student records in hard copy files, to easily retrieve parent contact or emergency information. The 21<sup>st</sup> CCLC site director will oversee drop-off/pick-up of students. Parents/Guardians must sign-out, show ID, and be on record as an approved adult. No child will be released to an unauthorized adult.

- 4. Hiring Practices:** All staffing, health, and safety guidelines set forth in Indiana Rule 4.6 for School-Age Child Care Programs will be followed. All 21<sup>st</sup> CCLC site staff will be required to have an expanded criminal history check, and Vincennes University requires employees to complete a Child Protective Services check. Basic first aid certification will be required for all site staff.
- 5. Background Checks:** The background checks for each 21<sup>st</sup> CCLC staff member and volunteer will be conducted through Vincennes University Human Resources. VU safety protocols will be kept to protect personal information and background check confidentially. Additionally, East Allen County Schools require background checks of all staff, guests, and volunteers. These results are kept under EACS safety protocols to keep personal information and background check results confidential.

Any and all copies of 21<sup>st</sup> CCLC staff and volunteer files will be kept in a locked filing cabinet in the VU @ EAU Early College Program office. Access will be limited to the 21<sup>st</sup> CCLC site administrators and the administrative assistant.



## **FUNDING WAIVER REQUEST**

At PCA, 43.1% of students are English Language Learners. Among 3<sup>rd</sup> grade ELL students, only 53.2% passed IREAD. Additionally, in 3<sup>rd</sup> grade, 36% of ELL students were assessed at the Entering or Beginning stage of language acquisition, as measured by WIDA and 34% in 4<sup>th</sup> grade. Overall, at PCA, 13.5% of students in grades 3-6 remain in Level 1 or Level 2 as measured by WIDA. As a K-2 school, nearly half of the ELL students at Southwick are at the Level 1 or Level 2 of English language proficiency. These students, like all K-2 students, are in their early stages of literacy development.

With this proposed position, our program can provide additional support to ELL students who are naturally progressing in their language acquisition, as well as more targeted help to students who continue to struggle or may have enrolled in school after the standard start date. To meet the needs of the ELL students at each school, we are requesting a funding waiver in this proposal for an additional \$50,000 to provide contracted services through Amani Family Services. This will support a full time staff person at the two sites to provide bi-cultural workshops, support for families in understanding the education process, and language interpretation. Amani will work with ELL students, helping them understand their own cultural identity and origin, as well as understand the culture of school and college/career awareness. Social service case management will also be provided to students and families. Most importantly, the full-time staff person will fill the gap for services and training to help with literacy, comprehension, and cultural navigation. Therefore, since we are seeking we are seeking a funding waiver to help secure the success of our growing ELL population.



## **14. PROGRAM STABILITY**

Vincennes University is committed to providing a quality educational, early college experience for students. VU college programs are intentional in increasing the number of students who graduate from high school and receive college credits during their high school years. VU's strategic plan calls for strong community partnerships with the community and K-12 educational systems. This grant responds to that strategic call. Although our two target areas face similar economic and educational challenges, the amount of funding directed into those communities varies dramatically. In the past, the Vincennes University Early College Programs in Fort Wayne have received some funding for after-school programs which will continue. However, this grant will allow VU to deliver quality out of school serving the Harding area where little funding is provided to support students in this high-need area.

Over the course of this grant, we will inform funders of our progress in establishing high-quality programs in that area, hopefully resulting in additional funding. Moreover, Vincennes University is committed to funding after-school programming as enrollment grows, and we will work with EACS administration to identify ways to support students at our 21<sup>st</sup> CCLC sites. Vincennes University will also align other funding requests to serve both areas and leverage existing partnerships to reduce overall costs.

Currently, VU has received a Career Technical Education (CTE) grant from the Indiana Commission for Higher Education. We also have a Perkins Grant through Purdue Fort Wayne (PFW), which is \$35,000 with the opportunity to renew. East Allen University has a working relationship with PFW where Biology majors are helping students in the STEAM area. The emphasis will be shifted to have the PFW students assist with reading comprehension and science language skills for elementary students. In addition, we will work with PFW and Indiana Tech to place college students at 21<sup>st</sup> CCLC sites. This includes utilizing English and Language Arts Education students at sites which allows them to complete their field experience requirements.

Further funding will come in the form of a \$100,900 Local Career Coaching Grant from the Indiana State Governor's Workforce Cabinet. The grant allows us to provide career exploration for grades Kindergarten-12th grade which includes Prince Chapman and Southwick students. This grant has provided foundational funding to start a quality after school program focusing on literacy through the careers lense.

Additionally, our program will receive Title 1 funding through the EACS school district. Those funds will be renewable, annually. In past years, we have demonstrated the capacity to raise these funds as we have raised over \$10,000 per year since EACS began a partnership with VU.



According to Halpern (1999),<sup>28</sup> three common challenges faced by after school programs, particularly in low-income areas where they are most-needed, is lack of funding, insufficient staff, and the need for nutritious snacks. All three of these are related to financing. VU has obtained funding from a variety of sources, including a CTE Grant, Perkins Grant, Local Career Coaching Grant, and Title I Funding--all of which contribute to our overall sustainability.

VU is committed to fully staffing our program with qualified professionals and offering them competitive compensation which aligns with EACS and VU salary guidelines. Our multiple sources of funding allow us to do this. Furthermore, we are committed to providing low-income students with nutritious snacks that might not be available to them in their homes. We have partnered with local churches, companies, and organizations, as well as Panera Bread and the school district, to provide our students with healthy snacks which meet the USDA guidelines.

Sources of Funding	
Income	Source
CTE Grant	Indiana Commission for Higher Education
Perkins Grant	PFW
Local Career Coaching Grant	Indiana State Governor’s Workforce Cabinet
Title I Funding	EACS

<sup>28</sup> Halpern, Robert. (1999). “After School Programs for Low-Income Children: Promise and Challenges. *The Future of Children*. Vol. 9, No. 2