



# 21<sup>ST</sup> CCLC

<b>NAME OF LEA OR ORGANIZATION</b>	<b>WABASH COUNTY YMCA</b>
<b>ADDRESS</b>	<b>500 S. CASS ST</b>
<b>COUNTY</b>	<b>WABASH</b>
<b>NAME OF CONTACT PERSON</b>	<b>BRITTANY BURNETT</b>
<b>TITLE</b>	<b>DIRECTOR OF YOUTH DEVELOPMENT</b>
<b>PHONE NUMBER</b>	<b>260-563-9622</b>
<b>EMAIL</b>	<b>BBURNETT@WABASHCOUNTYYMCA.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>DEAN GOGOLEWSKI</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>DEANG@WABASHCOUNTYYMCA.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
OJ NEIGHBOURS ELEMENTARY #8706 (WABASH CITY SCHOOLS CORP #8060)	64%	C	35	K-4
SOUTHWOOD ELEMENTARY SCHOOL #8656 (MSD WABASH COUNTY SCHOOLS #8050)	41%	C	15	K-6
SHARP CREEK ELEMENTARY #8657 (MSD WABASH COUNTY SCHOOLS #8050)	48%	A	5	4-6
METRO NORTH ELEMENTARY #8677 (MSD WABASH COUNTY SCHOOLS #8050)	48%	A	25	K-3
Northfield Jr-Sr High #8651 (MSD WABASH COUNTY SCHOOLS #8050)	44%	B	10	7-8
Wabash Middle School #8694 (WABASH CITY SCHOOLS CORP #8050 )	62%	C	10	5-8



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
O.J. NEIGHBOR'S ELEMENTARY SCHOOL	1545 N. WABASH ST, WABASH, IN 46992	WABASH COUNTY
METRO NORTH ELEMENTARY	3844 CARR RD, WABASH, IN 46992	WABASH COUNTY
SOUTHWOOD ELEMENTARY	840 SR-124, WABASH, IN 46992	WABASH COUNTY
WABASH COUNTY YMCA	500 S CASS ST, WABASH, IN 46992	WABASH COUNTY

<b>TOTAL GRADE LEVEL(S) TO BE SERVED</b>	<b>K-8</b>
<b>PRIORITY AREA</b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	<b>STEM</b>
<b>OPERATING HOURS</b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	<b>AFTER SCHOOL: 2:50PM – 5:30 PM</b> <b>BEFORE SCHOOL: 6:30AM – 8:20AM</b> <b>SUMMER: 7:00AM – 5:30PM</b>
<b>PROGRAM INCOME</b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N	<b>YES</b>



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**\*FOR MORE INFO, SEE PAGE 22 OF RFP**

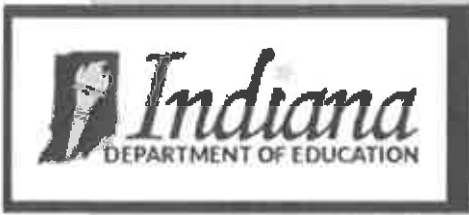
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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



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- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- 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



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any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Wasas County YMCA  
 Applicant Name (LEA or Organization)

[Signature]  
 Authorized Signature

08/11/2020  
 Date



**FOR YOUTH  
DEVELOPMENT" FOR  
HEALTHY LMN&  
FOR SOCIAL RESPONSIBILITY**

**21 Century Community Learning Center  
PARTNERSHIP AGREEMENT  
Between Wabash County YMCA and Wabash City Schools**

**PREAMBLE**

The Wabash County YMCA (hereafter "YMCA") and Wabash City Schools (hereafter "WCS") enter into this Agreement to set forth the terms and conditions upon which they will collaboratively engage in the 21<sup>st</sup> Century Community Learning Center program to improve the educational success of participants (hereafter "the Program").

YMCA and WCS (hereafter "Parties") desire to improve educational opportunities for youth in their community and are participating in the Program to achieve that end. The Program will capitalize on the existing relationship between Parties to help improve the academic success of children in low-income environments. Each Party recognizes that the success of the Program is dependent upon faithful adherence to the terms agreed upon below.

**THEREFORE, THE PARTIES AGREE AS FOLLOWS:**

**Overview**

1. YMCA and WCS agree to work cooperatively and in good faith to achieve the objectives of the Program.
2. The Parties agree to jointly create a collaboration plan prior to launch of the Program that will include:
  - a. A schedule of quarterly meetings between the school principal (or his/her designee in case of a scheduling conflict) and the Site Director and/or progress and updates, to discuss teacher/staff observations, to share successes, to make amendments to the Program plan in response to data collected, coordinate schedules, and to facilitate communication with teachers and parents/guardians/families.
  - b. A protocol for emergencies, such as a school closure, student injury/illness, or other unexpected event which interrupts or significantly impacts the provision of programming and services in the school building or on school grounds. The protocol will conform to the Parties' existing emergency protocols and all legal requirements.

**Staff and Student Selection**

1. The YMCA will request students from each school. The principal of WCS schools will recommend certified teachers and teacher assistants (paraprofessionals) for staff positions in the Program.

2. The YMCA Site/Program Director will have the final authority to hire staff from the recommended certified teachers who will deliver the academic portion of the Program; teachers will be employees of YMCA for purposes of the Program. The Program Director shall have final authority over those staff hired to deliver Program components, including certified teachers, to ensure that the summer learning program components and activities align to the school day curricula.
3. Teachers hired by the YMCA Site/Program Director to work with program participants shall be employees of YMCA for purposes of the program and during program hours. This employment relationship is limited to the duration of the YMCA program and is not intended to affect the teacher's employment with WCS. The Parties will review their respective personnel policies and will meet to identify and resolve employment issues such as contractual obligations, pay differentials, benefits, to assure that the employment conforms to personnel expectations and legal requirements.
4. YMCA will have responsibility to hire staff and select volunteers to deliver the enrichment portion of the Program.
5. WCS will help facilitate the identification of student participants by using and making student data available and creating a priority list of students using YMCA program criteria. The Program is particularly designed to and will primarily serve students who meet any of the following criteria:
  - a. At risk of non-proficiency in state standardized tests in reading and math
  - b. Eligible for free and reduced lunch
  - c. Adult Supervision
6. The YMCA and WCS will work together to facilitate student recruitment by WCS providing contact information for parents/caregivers of eligible students. While contact will be made and students invited to the program by YMCA staff, the principal and selected teachers will facilitate outreach to those families on the eligibility list and encourage participation in the Program.
7. The YMCA and WCS will work together to enroll students while WCS will send necessary enrollment forms home with students and/or provide contact information for parents/caregivers, the YMCA will be responsible for the enrollment process/paperwork with families.
8. In the event that spaces remain available in the program after the initial recruitment effort, the teachers and principal will work to provide additional students to recommend to the program. The YMCA may fill those spaces with other recommended students should there be remaining openings one week prior to program start date.
9. The program will be provided at no cost to participating families from the priority list. Other spaces may be made available based on parent interest on a sliding scale.

#### **Data Collection, Disclosure and Storage**

1. Collection of Participant and Non-Participant Data.
  - a. *Participant Defined.* Any student who is selected based on the criteria set forth above and approved to participate in the program by the Site/Program Director shall

become a participant upon submission of a signed parental/guardian Program Waiver and Release. A student who has not submitted the Program Waiver and Release cannot be considered a participant. Instead, that student is considered a Non- Participant.

- b. **Compliance with FERPA and applicable privacy laws.** The Parties acknowledge that student-level data is critical to analysis of Program metrics. The YMCA agrees to acquire consent in compliance with the Family Educational Rights and Privacy Act ("FERPA") and any and all state or local laws regarding educational rights and privacy from participants to share certain confidential data between them. Confidential information includes, but is not limited to, the information in subsection 2 below.
- c. **Collection of Participant Data.**  
The YMCA and WCS agree to share information pre and post programs. WCS agrees to share the following Participant-specific information with the YMCA for the purposes of the program (this includes longitudinal data needed to track the long term academic outcomes of Participants).
  - Student attendance data
  - Student demographics including parent name, address & phone
  - Data regarding classroom behavior and discipline
  - Classroom grades
  - State standardized test scores (for the academic year)
- d. **Collection of other Participant Data and Survey Data.**  
YMCA agrees to collect survey data from Participants, parents and teachers for program evaluation and improvement during both the school year and summer.
- e. **Collection of Non-Participant Data.**  
WCS agrees to provide aggregate, de-identified data on Non-Participants for comparison against YMCA program Participants and for Program evaluation and improvement.
- f. **Assistance with Data.**



**WCS also agrees to provide YMCA access to WCS staff members' familiar with the data for further assessment/analysis of the data.**

## **2. Disclosure of Data.**

### **a. Disclosure of Participant Data to Y-USA and Other Business Partners.**

**The YMCA and WCS agree that all Participant data, with all personal identifiers removed, may be shared with Y-USA, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.**

**WCS agrees that the YMCA, Y-USA, or any other business partner engaged in analysis of the Program may report Participant data analyses to WCS for purposes of improving instruction and the Program.**

### **b. Disclosure of Non-Participant Data to Y-USA and Other Business Partners.**

**The WCS agrees that all Non-Participant data, with any remaining personal identifiers removed, may be shared with Y-USA, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.**

### **c. Disclosure to Third Parties**

**The YMCA and WCS understand that such data may be referenced in reports to funders, newsletters, or other publications related to Program; however, no data from individual students will be reported.**

**Neither Party shall disclose any findings or analysis from non-public data without prior written consent of the other party (and/or any Program Participant, as defined above, as appropriate), other than summary data that does not identify any individual person; such data may include expenditure patterns, and expenditure per pupil or category of pupil.**

## **3. Protection and Security of Stored Data.**

**YMCA agrees that, other than as necessary with respect to the Program, data will be kept confidential; all electronic data analysis will be performed on secure, password-protected computers. YMCA will share data with WCS.**

**YMCA shall maintain the confidentiality and safeguard the analysis of any data gathered as a result of this Agreement, and will not, without the prior consent of**

**WCS, disclose any findings or analysis derived from non-public information other than: (a) summary data as above (b) data and analysis of such summary data used to promote the educational and research purposes of the Project or its implications for further work related to the Achievement Gap and (c) data and findings that have been made publicly available without breaching any of the YMCA's confidentiality obligations.**

### **Program Implementation**

- 1. YMCA staff and WCS staff will jointly determine alignment of Program activities to the school day and the long-term academic goals for each Participant will drive all decisions about curricula and activities for the Program. Alignment to the school day includes curricular choices as well as positive behavior management and school safety policies to be implemented in the Program to ensure consistency between the school day and the Program.**
- 2. YMCA and WCS agree to provide time during common planning and/or staff meetings for the Program Director and Site Coordinator to meet and work with grade level and specials teachers for the purposes of Program enhancement and alignment of activities and to update teachers on Program progress. Other meetings between Program staff and teachers may take place during out of school time.**
- 3. The YMCA and WCS will make the following spaces available. WCS will provide space at OJ Neighbors' Elementary School for the Program at the times indicated (Monday- Friday 2:50 pm-5:30 PM during the school year) : cafeteria, library, classrooms, gymnasium, multipurpose rooms, outdoor space/grounds, restrooms and other spaces deemed necessary to fulfill the Program requirements and expectations. YMCA will provide staff during program hours.**
- 4. YMCA will host and monitor parent engagement workshops and leave OJ Neighbours' Elementary in good condition. WCS will make a space available at OJ Neighbours' Elementary. WCS and YMCA will partner on two parent engagement nights during the school year to be held after Program hours.**
- 5. Background checks for employees of WCS are the responsibility of the YMCA, including teachers, and bus-drivers must be current.**
- 6. The YMCA will conduct/coordinate criminal background checks ("CBC") of all individuals employed by the YMCA who are providing Services to WCS under this Agreement and as required by applicable and current Indiana and federal law. This includes Program leadership and teaching staff, as well as staff responsible for student outreach and enrollment and staff recruitment. In addition, the YMCA requires WCS staff in contact with Scholars, such as cafeteria workers, security, maintenance, and bus drivers, to have updated CBCs on file with the YMCA. The YMCA shall not employ any person who, according to the CBC or through information**

known by the YMCA, has been convicted of a violent act or serious felony, as defined by current and applicable Indiana and federal law, (or is, according to the CBC or through information known by the YMCA, the subject of a criminal action pending upon charges of commission of a violent act or serious felony, as defined by current and applicable state and federal law, or, according to the CBC, has been convicted of a sexual offense or any additional crime that by Indiana law prohibits an individual from working with or around minor children).

7. During the summer, OJ Neighbours will provide breakfast and for SPARK/Camp students through the USDA NSLP. MSD and YMCA will work together to create a menu that meets not only USDA standards, however every effort will be made to meet HEPA standards at little or no additional cost. Snacks may be supplied by WCS at an additional cost to the YMCA.
8. WCS will provide snack to After-school participants served by YMCA staff. YMCA will benefit from the USDA guidelines set up through WCS.
9. YMCA will identify third parties for Program enhancement (music, arts, field trips, etc.) but will confirm that such third parties are acceptable to WCS prior to contracting with them.
10. YMCA and WCS will work jointly to determine a transportation plan for all participants during the school year to include either busing, carpool, or parent-pick up arrangements. Transportation will not be a barrier for any participant. WCS will provide transportation, when requested by the parents/caregivers of Program participants, from home to Program site by 8:00 AM and from the Program site to their home after the program concludes at 3:30 PM during the summer.
11. YMCA will provide transportation, where applicable, between the Program site school and off-site Program activities (such as field trips and the Y facility).
12. The YMCA will provide program supplies.
13. YMCA will provide additional printing of materials at YMCA facility.

14. YMCA staff will host site (WCS) observations by YMCA staff and outside evaluators to ensure program fidelity and for the purposes of quality assurance.
15. The Parties shall agree how costs will be shared between them and WCS agrees to allow outside evaluators observe program as required by 21 CCLC grant and each Party shall bear its own costs, if any, for execution of its obligations under this Agreement.

### **Communication Plan**

1. The Parties will jointly participate in the communication plan including the Development and distribution of public communications such as newsletters, e-mails, reports, and general Program marketing materials. The Parties will comply with all YMCA of the USA ("Y-USA") brand requirements related to such materials.
2. The communication plan includes dissemination of understandable and accessible information about the Program including a description of the services, the program location, and how to access the program. This information will be provided to parents of priority and recommended students (as defined by Student Selection criteria above) at school events (including but not limited to Kindergarten Round Up, Family Reading Night, Parent-Teacher Conferences), as well as at family orientation specifically prior to the start of the summer program. YMCA agrees to draft written communications about the Program such as brochures, flyers, and invitation letters for dissemination through the school. WCS agrees to promote the Program via social media, parent newsletters and other parent communication channels as determined appropriate for meeting Participant recruitment goals when available.

### **Miscellaneous Provisions**

1. This Agreement shall be governed by the laws of the State of Indiana.
2. Each Party shall have responsibility for supervision of its own employees, contractors, and volunteers.
3. Each Party shall adhere to its governing policies with respect to Child Abuse Prevention and training.
4. Each Party shall maintain appropriate insurance for its obligations under this Agreement.
5. The Parties agree that they are independent of each other and of YMCA of the USA; neither Party shall be deemed an employee, servant, agent, partner or joint venture of the other or of YMCA of the USA.

6. Each Party agrees it has obtained the appropriate authority to enter into this Agreement.
7. Agreement will be reviewed for renewal July 2025
8. Notices will deemed accomplished if sent via U.S. Mail, return receipt requested, fax, electronic email, postage prepaid, or courier service, to the following:

WCS  
Jason Callahan, Superintendent  
P.O. Box 189 W Market St., Wabash, IN 46992  
280-583-2151

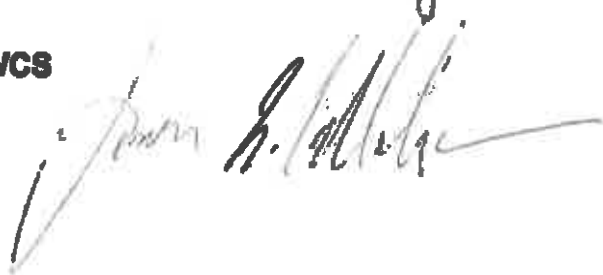
Wabash County YMCA  
Dean Gogolewski, CEO  
500 S. Case St., Wabash, IN  
46992 280-583-9822

**Duration of Agreement; Amendments**

1. This Agreement is effective on July 1, 2021 and shall end on July 1, 2025; Confidentiality provisions related to data shall survive the Agreement.
2. This Agreement is the entire agreement between the Parties and cannot be amended other than by written consent all Parties.

Entered into this 17<sup>th</sup> day of August 2020:

WCS



YMCA





**FOR YOUTH DEVELOPMENT"  
FOR HEALTHY LIVES  
FOR SOCIAL RESPONSIBILITY**

**21 Century Community Learning Center  
PARTNERSHIP AGREEMENT  
Between Wabash County YMCA and Metropolitan School District**

**PREAMBLE**

The Wabash County YMCA (hereafter "YMCA") and the Metropolitan School District Of Wabash County (hereafter "MSD") enter into this Agreement to set forth the terms and conditions upon which they will collaboratively engage in the 21<sup>st</sup> Century Community Learning Center program to improve the educational success of participants (hereafter "the Program").

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3. Teachers hired by the YMCA Site/Program Director to work with program participants shall be employees of YMCA for purposes of the program and during program hours. This employment relationship is limited to the duration of the YMCA program and is not intended to affect the teacher's employment with MSD. The Parties will review their respective personnel policies and will meet to identify and resolve employment issues such as contractual obligations, pay differentials, benefits, to assure that the employment conforms to personnel expectations and legal requirements.
4. YMCA will have responsibility to hire staff and select volunteers to deliver the enrichment portion of the Program.
5. MSD will help facilitate the identification of student participants by using and making student data available and creating a priority list of students using YMCA program criteria. The Program is particularly designed to and will primarily serve students who meet any of the following criteria:
  - a. At risk of non-proficiency in state standardized tests in reading and math
  - b. Eligible for free and reduced lunch
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6. The YMCA and MSD will work together to facilitate student recruitment by MSD providing contact information for parents/caregivers of eligible students. While contact will be made and students invited to the program by YMCA staff, the principal and selected teachers will facilitate outreach to those families on the eligibility list and encourage participation in the Program.
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8. In the event that spaces remain available in the program after the initial recruitment effort, the teachers and principal will work to provide additional students to recommend to the program. The YMCA may fill those spaces with other recommended students should there be remaining openings one week prior to program start date.
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#### Data Collection, Disclosure and Storage

1. Collection of Participant and Non-Participant Data.
  - a. *Participant Defined.* Any student who is selected based on the criteria set forth above and approved to participate in the program by the Site/Program Director

shall become a participant upon submission of a signed parental/guardian Program Waiver and Release. A student who has not submitted the Program Waiver and Release cannot be considered a participant. Instead, that student is considered a Non- Participant.

- b. *Compliance with FERPA and applicable privacy laws.*** The Parties acknowledge that student-level data is critical to analysis of Program metrics. The YMCA agrees to acquire consent in compliance with the Family Educational Rights and Privacy Act ("FERPA") and any and all state or local laws regarding educational rights and privacy from participants to share certain confidential data between them. Confidential information includes, but is not limited to, the information in subsection 2 below.
- c. *Collection of Participant Data.***  
The YMCA and MSD agree to share information pre and post programs. MSD agrees to share the following Participant-specific information with the YMCA for the purposes of the program (this includes longitudinal data needed to track the long term academic outcomes of Participants).

  - Student attendance data
  - Student demographics including parent name, address & phone
  - Data regarding classroom behavior and discipline
  - Classroom grades
  - State standardized test scores (for the academic year)
- d. *Collection of other Participant Data and Survey Data.***  
YMCA agrees to collect survey data from Participants, parents and teachers for program evaluation and improvement during both the school year and summer.
- e. *Collection of Non-Participant Data.***  
MSD agrees to provide aggregate, de-identified data on Non-Participants for comparison against YMCA program Participants and for Program evaluation and improvement.
- f. *Assistance with Data.***



**MSD also agrees to provide YMCA access to MSD staff members' familiar with the data for further assessment/analysis of the data.**

## **2. Disclosure of Data.**

### **a. Disclosure of Participant Data to Y-USA and Other Business Partners.**

**The YMCA and MSD agree that all Participant data, with all personal identifiers removed, may be shared with Y-USA, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.**

**MSD agrees that the YMCA, Y-USA, or any other business partner engaged in analysis of the Program may report Participant data analyses to MSD for purposes of improving instruction and the Program.**

### **b. Disclosure of Non-Participant Data to Y-USA and Other Business Partners.**

**The MSD agrees that all Non-Participant data, with any remaining personal identifiers removed, may be shared with Y-USA, and any other business partner engaged in analysis of the Program, but solely for purposes of analyzing, improving and reporting on the Program.**

### **c. Disclosure to Third Parties**

**The YMCA and MSD understand that such data may be referenced in reports to funders, newsletters, or other publications related to Program; however, no data from individual students will be reported.**

**Neither Party shall disclose any findings or analysis from non-public data without prior written consent of the other party (and/or any Program Participant, as defined above, as appropriate), other than summary data that does not identify any individual person; such data may include expenditure patterns, and expenditure per pupil or category of pupil.**

## **3. Protection and Security of Stored Data.**

**YMCA agrees that, other than as necessary with respect to the Program, data will be kept confidential; all electronic data analysis will be performed on secure, password-protected computers. YMCA will share data with MSD.**

**YMCA shall maintain the confidentiality and safeguard the analysis of any data gathered as a result of this Agreement, and will not, without the prior consent of**

MSD, disclose any findings or analysis derived from non-public information other than: (a) summary data as above (b) data and analysis of such summary data used to promote the educational and research purposes of the Project or its implications for further work related to the Achievement Gap and (c) data and findings that have been made publicly available without breaching any of the YMCA's confidentiality obligations.

### **Program Implementation**

1. YMCA staff and MSD staff will jointly determine alignment of Program activities to the school day and the long-term academic goals for each Participant will drive all decisions about curricula and activities for the Program. Alignment to the school day includes curricular choices as well as positive behavior management and school safety policies to be implemented in the Program to ensure consistency between the school day and the Program.
2. YMCA and MSD agree to provide time during common planning and/or staff meetings for the Program Director and Site Coordinator to meet and work with grade level and specials teachers for the purposes of Program enhancement and alignment of activities and to update teachers on Program progress. Other meetings between Program staff and teachers may take place during out of school time.
3. The YMCA and MSD will make the following spaces available. MSD will provide space at Metro North Elementary School and Southwood Elementary School for the Program at the times indicated (Monday- Friday 2:50 pm-5:30 PM during the school year): cafeteria, library, classrooms, gymnasium, multipurpose rooms, outdoor space/grounds, restrooms and other spaces deemed necessary to fulfill the Program requirements and expectations. YMCA will provide staff during program hours.
4. YMCA will host and monitor parent engagement workshops and leave Metro North and Southwood Elementary in good condition. MSD will make a space available at Metro North and Southwood Elementary. MSD and YMCA will partner on two parent engagement nights during the school year to be held after Program hours.
5. Background checks for employees of MSD are the responsibility of the YMCA, including teachers, and bus-drivers must be current.
6. The YMCA will conduct/coordinate criminal background checks ("CBC") of all individuals employed by the YMCA who are providing Services to MSD under this Agreement and as required by applicable and current Indiana and federal law. This includes Program leadership and teaching staff, as well as staff responsible for student outreach and enrollment and staff recruitment. In addition, the YMCA requires MSD staff in contact with Scholars, such as cafeteria workers, security, maintenance, and bus drivers, to have updated CBCs on file with the YMCA. The YMCA shall not employ any person who, according to the CBC or through information

known by the YMCA, has been convicted of a violent act or serious felony, as defined by current and applicable Indiana and federal law, (or is, according to the CBC or through information known by the YMCA, the subject of a criminal action pending upon charges of commission of a violent act or serious felony, as defined by current and applicable state and federal law, or, according to the CBC, has been convicted of a sexual offense or any additional crime that by Indiana law prohibits an individual from working with or around minor children).

7. During the summer, OJ Neighbours will provide breakfast and for SPARK/Camp students through the USDA NSLP. MSD and YMCA will work together to create a menu that meets not only USDA standards, however every effort will be made to meet HEPA standards at little or no additional cost. Snacks may be supplied by MSD at an additional cost to the YMCA.
8. MSD will provide snack to After-school participants served by YMCA staff. YMCA will benefit from the USDA guidelines set up through MSD.
9. YMCA will identify third parties for Program enhancement (music, arts, field trips, etc.) but will confirm that such third parties are acceptable to MSD prior to contracting with them.
10. YMCA and MSD will work jointly to determine a transportation plan for all participants during the school year to include either busing, carpool, or parent-pick up arrangements. Transportation will not be a barrier for any participant. MSD will provide transportation, when requested by the parents/caregivers of Program participants, from home to Program site by 8:00 AM and from the Program site to their home after the program concludes at 3:30 PM during the summer.
11. YMCA will provide transportation, where applicable, between the Program site school and off-site Program activities (such as field trips and the Y facility).
12. MSD will secure summer school funding through Indiana Department of Education to pay teachers and teacher assistants.
13. YMCA will provide funding from cohort 10 for enrichment leaders, coordinators, and curriculum.
14. MSD will provide space at Metro North Elementary and Southwood Elementary for a half day program during summer. If parents would prefer a full day program, MSD will bus students to OJ Neighbours Elementary for an afternoon of enrichment and STEM. MSD will provide transportation to OJ Neighbours Elementary during summer SPARK and MSD will assist in busing home from OJ Neighbours Elementary after the full day.
15. The YMCA will provide program supplies.
16. YMCA will provide additional printing of materials at YMCA facility.

- 17. YMCA staff will host site (MSD) observations by YMCA staff and outside evaluators to ensure program fidelity and for the purposes of quality assurance.**
- 18. The Parties shall agree how costs will be shared between them and MSD agrees to allow outside evaluators observe program as required by 21 CCLC grant and each Party shall bear its own costs, if any, for execution of its obligations under this Agreement.**

### Communication Plan

- 1. The Parties will jointly participate in the communication plan including the Development and distribution of public communications such as newsletters, e-mails, reports, and general Program marketing materials. The Parties will comply with all YMCA of the USA ("Y-USA") brand requirements related to such materials.**
- 2. The communication plan includes dissemination of understandable and accessible information about the Program including a description of the services, the program location, and how to access the program. This information will be provided to parents of priority and recommended students (as defined by Student Selection criteria above) at school events (including but not limited to Kindergarten Round Up, Family Reading Night, Parent-Teacher Conferences), as well as at family orientation specifically prior to the start of the summer program. YMCA agrees to draft written communications about the Program such as brochures, flyers, and invitation letters for dissemination through the school. MSD agrees to promote the Program via social media, parent newsletters and other parent communication channels as determined appropriate for meeting Participant recruitment goals when available.**

### Miscellaneous Provisions

- 1. This Agreement shall be governed by the laws of the State of Indiana.**
- 2. Each Party shall have responsibility for supervision of its own employees, contractors, and volunteers.**
- 3. Each Party shall adhere to its governing policies with respect to Child Abuse Prevention and training.**
- 4. Each Party shall maintain appropriate insurance for its obligations under this Agreement.**
- 5. The Parties agree that they are independent of each other and of YMCA of the USA; neither Party shall be deemed an employee, servant, agent, partner or joint venture of the other or of YMCA of the USA.**

6. Each Party agrees it has obtained the appropriate authority to enter into this Agreement.
7. Agreement will be reviewed for renewal July 2025
8. Notices will deemed accomplished if sent via U.S. Mail, return receipt requested, fax, electronic email, postage prepaid, or courier service, to the following:

MSD  
Mike Keaffaber, Superintendent  
204 N 300 W., Wabash, IN 46992  
260-563-8050

Wabash County YMCA  
Dean Gogolewski, CEO  
500 S. Cass St., Wabash, IN  
46992 260-563-9622

**Duration of Agreement: Amendments**

1. This Agreement is effective on July 1, 2021 and shall end on July 1, 2025; Confidentiality provisions related to data shall survive the Agreement.
2. This Agreement is the entire agreement between the Parties and cannot be amended other than by written consent all Parties.

Entered into this 7 day of August 2020:

MSD



YMCA





**FOR YOUTH DEVELOPMENT®  
FOR HEALTHY LIVING  
FOR SOCIAL RESPONSIBILITY**

**21 Century Community Learning Center  
PARTNERSHIP AGREEMENT  
Between Wabash County YMCA and Transform Consulting Group, Inc.**

This agreement identifies the obligations and commitment of Transform Consulting Group, Inc. (TCG), in the role of independent evaluator, in partnering with the Wabash County YMCA, to meet the contractual responsibilities of the 21<sup>st</sup> Century Community Learning Centers (CCLC) grant as established under the legislative authority of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. The above named agency agrees to collaborate in a planned effort to accomplish the full objectives of this program and comply with all requests from the lead agency, Wabash County YMCA that do not jeopardize their status of independent evaluator.

Wabash County YMCA is applying for the grant. As such, Wabash County YMCA is the grantee and is legally responsible for:

- 1) The use of all grant funds; and
- 2) Ensuring that the project is carried out by all partner agencies in accordance with Federal requirements.

Both Wabash County YMCA and TCG is legally responsible to:

- 1) Carry out the activities it agrees to perform; and
- 2) Use the funds that it receives under the agreement in accordance with the Federal requirements that apply to the grant.

**Acceptance:**

I have read, understood and agree to comply with the Terms and Conditions of the Elementary and Secondary Education Act – Title IV Part B – Catalog of Federal Domestic Assistance (CFDA) number 84.287. This agreement binds each member of the group to every statement and assurance made by the Wabash County YMCA in the 21<sup>st</sup> Century Community Learning Centers Grant Application.

**Entered into this 11th day of August 2020:**

**Transform Consulting Group**

\_\_\_\_\_  
**Signature  
Amanda Lopez, President**

**Wabash County YMCA**

\_\_\_\_\_  
**Signature  
Dean Gogolewski, CEO**

**Equitable Participation  
Of  
Private School Consultation Form**

**WABASH COUNTY YMCA met with EMMANUEL CHRISTIAN SCHOOL In August 2020 In consultation for participation In a 21st Century Community Learning Center Initiative In Wabash County.**

**We hereby testify as indicated by the below signatures that appropriate consultation as described in Subpart 1 of Part E of Title IX 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.**

Jeffrey Pope  
**Name of private school administrator**

Jeffrey Pope  
**Signature**

Don Goodenberry  
**Name of Applicant official**

Don Goodenberry  
**Signature**

**Equitable Participation  
Of  
Private School Consultation Form**

**WABASH COUNTY YMCA met with St. Bernard Catholic School in August 2020 in consultation for participation in a 21st Century Community Learning Center initiative in Wabash County.**

**We hereby testify as indicated by the below signatures that appropriate consultation as described in Subpart 1 of Part E of Title IX 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.**

Theresa Carroll  
**Name of private school administrator**

Theresa Carroll  
**Signature**

Dan Cokolwski  
**Name of Applicant official**

[Signature]  
**Signature**





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

At the Wabash County YMCA, we're for youth development, healthy living, and social responsibility. Through our programs focused on the healthy spirit, mind, and body of youth in our community, we provide safe spaces where children can learn, grow, and thrive. We have identified a community need for intervention-based programming for low-income youth to increase educational attainment and for all youth to be safe and nurtured by caring adults during out-of-school hours. Our work began with building on the Summer Learning Loss Prevention program (SLLP) that started in 2012. We became a 21st CCLC site in 2017 and have served 290 youth per year since then.

#### **Participants to be served**

We will primarily serve low-income students in kindergarten through middle school who qualify for the Free and Reduced Lunch program. Youth attend OJ Neighbours Elementary School, Metro North Elementary School, Southwood Elementary School, Wabash Middle School, and Northfield Jr. High School.

We will offer the 21st CCLC at no cost to priority students and their families. Enrollment will be reserved for 84 elementary and 20 middle school participants who qualify for free and reduced lunch. Students who do not qualify for free and reduced lunch will be charged a weekly fee for the program.

#### **Youths' needs**

While low-income youth make academic progress during the school year at the same rate as their higher-income peers, research and local needs assessments show a persistent gap in learning opportunities during the summer, with low-income youth falling behind. The high level of dual working parent families (75%) creates a need for a safe place with consistent adults to supervise and mentor students. Specifically, in Wabash City schools, 64% of students qualify for free and reduced lunch and both the elementary and middle/high school are graded as a C. The educational attainment rate for Wabash County is as follows - 11% have less than a high school education, 43% have a high school diploma, 27% hold an associates degree or some college coursework, and 18% hold a bachelor's degree. Students do not have a strong career pathway and we will expose them to career opportunities in local industries to be either career-bound or college-ready.

#### **Activities Proposed**

We have recognized a need to enhance our strong program model by adding STEM programming. We will use the Mindworks evidence-based curriculum to structure activities during both the summer program and the after-school program. The entire curriculum is engaging and hands on with equal balance of academic and physical activities designed for:

- **Authentic learning** - learning from real world problems and questions



- **Mental model building** - using physical and virtual models to refine understanding
- **Internal motivation** - identifying and employing positive emotional connections in learning
- **Multimodal learning** - applying multiple learning methods for diverse learning styles
- **Social learning** - using the power of social interaction to improve learning impact
- **International learning** - using the world around us to improve teaching/learning skills
- **Exposing students** - to local resources, field trips, STEM presentations, and Heartland Career Center

We are partnering with Heartland Career Center - our local career and technical education center - so that all students will visit twice per month to explore STEM careers. Career pathways to which students will be exposed will include: culinary arts, automotive technology, agriculture and construction, multimedia graphic design, manufacturing, robotics, and industrial electronics. STEM-focused field trips are an important inclusion in our program. During the school year, students will experience the Wabash County Museum, Science Central, the Fort Wayne Children's Zoo, Asherwood Nature Preserve, Salamonie Dam Interpretive Center, and an agriculture science-focused presentation at a pumpkin patch. During the summer, children will visit Minnetrista (a 40-acre garden and habitat campus), the Ball State University Planetarium, and Limberlost (a nature preserve and state historic site).

### **Intended Outcomes**

1. Improve academic achievement and increase the percentage of participants who meet or exceed state and local academic achievement standards in reading and math.
2. Improve student behavior, maintain high levels of student attendance, and decrease interventions for adverse behavior.
3. Increase family involvement.
4. Provide enrichment opportunities to our target population (low-income, rural) who would not normally have the opportunity.
5. Increase students' awareness of and interest in STEM-related activities and careers.
6. Prevent summer learning loss in literacy.

### **Key People**

Key staff include Brittany Burnett, Site Director, who currently serves as Program Director for the OJ Neighbours' 21st CCLC, and Amanda Stuard-Prouse, Site Coordinator, who has been involved with the program for three years.

Key partners are Emily Tracey, O.J. Neighbours Elementary School principal, Phil Boone, Southwood Elementary School principal, Jeanette Moore, Metro North Elementary School principal, Joel Martin, Sharp Creek Elementary School principal, Mike Mattern, Wabash Middle School principal, and Jay Snyder, Northfield Jr-Sr High School principal. Both school system superintendents, Mike Keaffaber (Metropolitan School District of Wabash County) and Jason Callahan (Wabash City Schools) are on the Wabash County YMCA Board of Directors and are strong advocates for the program.



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

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
OJ NEIGHBOURS ELEMENTARY #8706 (WABASH CITY SCHOOLS CORP #8060)	64%	C	35	K-4
SOUTHWOOD ELEMENTARY SCHOOL #8656 (MSD WABASH COUNTY SCHOOLS #8050)	41%	C	15	K-6
SHARP CREEK ELEMENTARY #8657 (MSD WABASH COUNTY SCHOOLS #8050)	48%	A	5	4-6
METRO NORTH ELEMENTARY #8677 (MSD WABASH COUNTY SCHOOLS #8050)	48%	A	25	K-3
Northfield Jr-Sr High #8651 (MSD WABASH COUNTY SCHOOLS #8050)	44%	B	10	7-8
Wabash Middle School #8694 (WABASH CITY SCHOOLS CORP #8050 )	62%	C	10	5-8

**Origin of Partnership**

The superintendents of the local school corporations are members of the YMCA Board of Directors and this multidisciplinary board of directors includes representatives from every sector of our community. Our strategic plan each year addresses the issue of the high poverty rate in Wabash County. This year, the plan includes a goal to serve middle school students, to reduce the academic achievement gap for sustainable learning, focus on wellbeing for youth, and support families in Wabash County.

**Priority Area**

Our program will focus on STEM as a way to expose the youth in our program to opportunities they might not otherwise have in a low-income, rural community. We will align our program with the standards of Mindworks evidence-based curriculum, which has been successful for the past three and a half years and have found it engaging for students of all ages and socio-economic experiences.

The curriculum includes lesson plans, activity materials, and a pre and post test to monitor growth and progress. Mindworks is aligned with the Indiana Department of Education standards. With the core subjects of math, science, and language at the forefront of the creative, hands-on, student-centered product design, all lessons are infused with art, social studies, social-emotional learning, and STEAM designed for optimal collaboration, critical thinking, and communication. Each curriculum kit provides research and evidence based facilitator guides and materials for both elementary (K-1st, 2nd-5th) and middle school.



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

We are identified as a Rural and Low Income Applicant under Wabash City Schools RLIS FY 2019. For cohorts 8 and 9, we successfully achieved a 100% renewability score.

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

Wabash County is a small community located in north central Indiana. At a population of 32,888, Wabash County is ranked 6 on the urban-rural continuum code from the USDA and designated as a rural community. Generational cycles of poverty and unhealthy family dynamics affect the potential of hundreds of youth and the community's future.

Like many rural communities, Wabash County is challenged by several issues. Substance abuse in Wabash County is growing. Almost half of new bookings for the Wabash County jail were drug associated arrests. The county child welfare agency reported that 83% of children removed from their home was due to substance abuse. We have lost several industrial employers in the county and our population has been declining.

Over the past ten years, Wabash County has experienced revitalization in the economic, health and education sectors. However, we have also lost several industrial employers in the county during that time period. Wabash County ranks in the bottom third of the state for median household income at \$51,487.

Generational cycles of poverty and unhealthy family dynamics affect the future of hundreds of youth and the community as a whole, calling upon our schools, community organizations, businesses, and other stakeholders to come together to address the problems that are unique to Wabash and the challenges that we share in common with other communities.

Educational data shows that Wabash County is graduating nearly 90% of its high school students, but that number drops sharply when it comes to those students enrolling in a post-secondary educational program. According to the National Student Clearinghouse, only 59% of rural high school graduates enroll in college the subsequent fall. This is a markedly lower proportion than with students from urban and suburban areas, and Wabash County also falls below the 59% national average for rural high schools.

The economy of Wabash County, and northeast Indiana, is heavily reliant on manufacturing. Data from the Indiana Department of Workforce Development that covers Wabash County and four surrounding counties shows that in this five-county area there are 17,387 jobs in advanced manufacturing, which is 65% above the national average. The data goes on to show that there



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will be 3,744 job openings in the five-county area over the next 10 years that will need to be filled. The region is heavily concentrated in advanced manufacturing with an LQ of 1.65. Advanced manufacturing jobs provide high wages of \$71,731 (or \$96,206 including benefits). The total GDP for advanced manufacturing in the region is \$10.4 billion.

A recent report from the Lumina Foundation states that only one-fourth (28%) of Wabash adults (ages 25 to 64) have at least a credential or higher education degree compared to 41% for the state. While the state's overall rate of educational attainment has increased by 8.5 percentage points since 2008, Wabash has not kept pace. As a result, Wabash County ranks in the bottom third of the state for median household income at \$51,487. Wabash County has a large portion of low-skilled population, meaning they have a high school degree or less, and our local employers are in need of a middle skilled workforce with some postsecondary education, but less than a four-year college degree.

Our planning team reached out to local employers to obtain feedback on the current and future workforce. Over half (56%) of the employers said they often have difficulty filling positions, and the majority (63%) of positions that they have difficulty fulfilling are positions that require a post-secondary credential or degree.

Leaders in the community have risen and come together to chart a new course forward for our future. A large part of the solution to strengthen our community and address many of the issues identified centers around education. In 2013 the Wabash County YMCA, in partnership with Wabash City Schools launched the Wabash County Promise to leverage the entire community to make it easy for families to begin saving for post-secondary education, to incentivize saving behavior with community matching funds, and to build college-saver identity for youth by exposing them to college and careers in the classroom and on campus. Before we launched the Promise, only 7% of Wabash County youth under 18 years of age had a 529 college savings account to prepare and pay for post-secondary education. Now, over 60% of Wabash County youth have a 529 savings account with \$2,147,410 in assets for their future education. Even more exciting is that the Promise model is now being implemented across the state with support from the Lilly Endowment and Indiana Youth Institute. This is just one example of the tenacity of our community.

### **Achievement Data**

On nearly every indicator, Wabash county schools are worse compared to the state of Indiana due to a much higher percentage of students receiving free and reduced lunches. Three out of the five schools have a higher special education percentage, lower E/LA scores, and four out of the five schools have lower math scores.



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School	Student Enrollment	Free/ Reduced Lunch	Special Education	E/LA Assessment	Math Assessment
OJ Neighbours Elementary	662	64%	18.6%	39.3%	48.7%
Metro North Elementary	306	48%	13.7%	45.5%	46.9%
Southwood Elementary	445	41%	15.1%	49%	43.6%
Sharp Creek Elementary	240	48%	17.1%	50.6%	52.4%
Northfield Jr-Sr High	427	44%	15.2%	39.4%	36.2%
Wabash Middle	482	66%	19.7%	48.4%	31.7%
Indiana State	1,135,194	40.5%	15.3%	48.9%	48.7%

Source: Indiana Department of Education

### Current Programming

Currently, we offer year-round programming which includes before and after-school programming as well as a daytime summer program. We serve kindergarten through 4th grade students, with 5th and 6th grade students at one site only. Over the course of a year, through these programs, 92% of students increased reading proficiency, 80% improved behavior in the classroom, and 100% of parents committed to reading to their children. This data supports successful achievement of the outcomes we've put forth for this program.

Wabash County has three school districts and we serve all three districts with the 21st CCLC grants. Currently, we have three sites located at the three elementary schools in our county - Metro North Elementary, Southwood Elementary, and OJ Neighbours Elementary.



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## **Enhancing and Expanding**

We are applying for the competitive application instead of renewal because we must cap the number of attendees in our current cohort. There is a greater need than we can fulfill at this time. We consistently have a waiting list and are unable to serve the growing needs of the community.

The new program will:

- increase STEM programming which includes hands-on daily activities that increase career readiness and engage students to improve attendance rates.
- serve, at minimum an additional 35 students to increase our capacity by nearly 40%.
- add middle school programming to serve additional, new unserved grade levels.

## **Identification of Need**

At capacity, we began to reevaluate the needs of the community related to the current program. We then:

- Communicated with superintendents and principals to hear their understanding of the need.
- Communicated with teachers who expressed a continued need for a safe, supervised and structured environment where students can receive help with reading and math skills.
- Discussed with parent groups, who indicated they have more children who need care.
- Reviewed our evaluation data from students and parents where they expressed an interest in continuing the program.
- Collaborated with Heartland Career Center to provide experiences that will focus on alternative career pathways.

The program will increase capacity and impact with funding through Cohort 10 serving children who would otherwise be on a waiting list.



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

<b>Organization</b>	<b>Relationship</b>	<b>Contribution</b>	<b>Goals/Need</b>
Wabash County Museum	Contracted services	Field Trip	Exposing low-income students to STEM opportunities
Wabash Carnegie Library	Local resource	Field Trip, in kind	Exposing low-income students to STEM opportunities
Honeywell Center	Local resource	Field Trip, in kind	Exposing low-income students to STEM opportunities
Salamonie Interpretive Center	Local resource	Presentation, in kind	Exposing low-income students to STEM opportunities
Wabash Fire Station	Local resource	Presentation, in kind	Exposing low-income students to STEM opportunities
Wabash Police Department	Local resource	Presentation, in kind	Exposing low-income students to STEM opportunities
Children's Bureau	Local resource	Safe child presentation, in kind	Exposing low-income students to STEM opportunities
Metropolitan School District of Wabash Co.	Contracted services	Facility usage, transportation	Improve academic achievement
Wabash City School Corporation	Contracted services	Facility usage, transportation	Improve academic achievement
Purdue Extension Office	Local resource	Enrichment with students, in kind	Exposing low-income students to STEM opportunities





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Transform Consulting Group	Contracted services	Location evaluator, Advising	Improve academic achievement, Improve student behavior, Increase family involvement, Exposing low-income students to STEM opportunities
Heartland Career Center	Contracted Service	Career exploration	STEM opportunities

### Identifying Partners

The project will be a collaboration between the Wabash County YMCA, Wabash City Schools (WCS), and Metropolitan School District of Wabash County (MSD). Two private schools, with much smaller total enrollment, were contacted and have opted to learn more about the program for future consideration/participation in the program. The partnerships with MSD and WCS that we have already established, include support from other federal programs and state funding. In partnership with WCS, which serves as our Summer Food Service Program Sponsor (SFSP), we are an Open SFSP site for the summer at our YMCA facility. Further, at OJ Neighbours, where we host Summer Learning Loss Program (SLLP), we have also operated an SFSP site. This partnership began in 2010, and we serve breakfast and lunch to approximately 150 youth each day. Our current involvement with the USDA is also through Wabash City Schools (WCS). The SFSP specialist for the State of Indiana has verified that we are in compliance and is very satisfied with our prior participation in the program. We will leverage the existing relationship with the Food Service Director at WCS to provide breakfast in the before school hours and a healthy snack each afternoon during the after school hours, as well as continuing our summer sites through SLLP.

Through SLLP, we have also worked closely with MSD to provide funding for instructional time through state summer school reimbursement. Our school partnership is a key piece of our sustainability. Our summer program has been sustainable to date because MSD of Wabash County applies on behalf of the program to IDOE for funding through summer school reimbursement. Over the past three years, this has covered the instructional costs of the 3 hours of literacy instruction, one-third of the staff time for our full-day program.

We contacted local partners for support to see who could offer STEM opportunities to our students to meet our goals and needs. All of our partners are able to offer STEM enrichment activities to the students. Several of our partners offered field trips to ensure students have a unique learning experience allowing students to be involved in new environments, key to encouraging curiosity about STEM and our local resources.

### STEM Partners

We contacted several local partners to support our STEM focus. Students will visit the Wabash County Museum and engage in a STEM activity (for example, building blocks and related architecture discussion) during the school year and during the summer. Students will



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visit the Salamonie Interpretive Center to learn about botany, biology, local history and explore nature once during the school year and once again in the summer.

The Purdue Extension office will provide experiential learning activities to enrich students' learning and exposure to STEM. Students will visit the Heartland Career Center twice a month to learn about career pathways in the top local industries. These include but are not limited to: advanced manufacturing, health, welding, CDL driving, and other trades. Students will discover additional opportunities for career development related to vocational tracks.

### **Partners for Enrichment Opportunities**

The Wabash Carnegie Library offers programming to strengthen reading and literacy skills for the students. During the school year, students visit the school library. In addition, the Wabash Carnegie Library staff will visit the school twice a month to facilitate experiential learning activities. During the summer, the students enroll in the Summer Reading Program and library staff will visit the program once a week to interact with the students.

The Honeywell Center offers a field trip to the Eagles Theater. Students will observe the operation of projection, lighting and sound equipment.

In addition, students will take a field trip to the fire station and police department once during the school year and once during the summer. Students will learn about safety but also discuss career opportunities within those respective fields.

The Children's Bureau of Huntington will educate students about healthy relationships with their peers and family and educate students about finding a safe place if students are experiencing neglect, bullying, or abuse. This presentation gives students information about National Safe Place locations like the Wabash County YMCA.

### **Parents**

We consider parents to be strong partners in the program as well. We work to build strong relationships with parents through communication and programming so when they need care for their children, they have a trusted and respected ally in the staff at the YMCA. This strong rapport with families has benefits to the program because connections have already been established. When parents and students feel connected to staff, it benefits overall learning success because it fosters a positive learning environment and increases student participation and learning.

### **Volunteers**

A new feature with this program will be the invitation of individuals from the community to give a 3-5 minute career readiness presentation regarding their STEM-related careers. These volunteers will serve our goal of providing STEM opportunities and exposure to careers. To recruit volunteers, we will connect with Grow Wabash County to help us partner with local companies with STEM-related production who will be interested in speaking with our students. We will also have materials regarding the volunteer opportunity available at the YMCA, share this opportunity at the local service club meetings (Rotary, Kiwanis) and send a press release to local news outlets at the beginning of each program year.



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

### **Recruitment Criteria:**

All of our schools are non-Title 1 schools, but have students within them that qualify under Title 1 guidelines. The school systems will facilitate student participant referrals no less than two months prior to the start of summer program services to allow ample time for participant recruitment. The Program is particularly designed to serve students who meet one of the following criteria:

- At risk of non-proficiency in state standardized tests in reading and math (performing below grade level)
- Eligible for free and reduced lunch
- English language learner

The schools will facilitate student recruitment by providing contact information for parents/caregivers of eligible students. While contact will be made and students invited to the program by YMCA staff, the principal and selected teachers will reach out to those families on the eligibility list and encourage participation in the program. The school systems will also help support student enrollment by sending necessary enrollment forms home with students and/or providing parent/caregiver contact information to the YMCA.

All students served by the 21<sup>st</sup> CCLC in Wabash County attend schools that meet qualifying criteria. Students from OJ Neighbours Elementary are eligible under Title I (68.4% Free and Reduced Lunch). Students from Southwood Elementary and Metro North Elementary meet the criteria; although they are not Title I schools, they have over 40% of student participation in Free and Reduced Lunch (41% and 48% FRL respectively).

### **Community Data:**

With a population of 30,996, Wabash County is rated a 6 on the USDA urban-rural continuum, or a non metro area. The percentage of Wabash County children in poverty is 17.3%. The poverty rate has remained flat over the last four years. The unemployment rate is 3.5% and the percentage of food insecure children is 18.4%. Educational attainment rate among adults over the age of 18 years old is 27% with some college or associate's degree and 18% with a bachelor's degree or higher.

### **Parental Involvement:**

At the Wabash County YMCA, we believe strong families make strong communities. Parents are students' first teachers, and we value their input and engagement. Together, we foster meaningful opportunities that support the positive cognitive, physical, and social-emotional growth that children need to move from birth to career; nourishing their



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

need to be loved, spiritually grounded, educated, competent, and healthy. We empower parents and caregivers to be equal partners in decisions that affect their children and provide opportunities for parents/caregivers to support a strong sense of achievement, relationships, and belonging. In line with this vision, our family engagement plan includes the following:

- **Family Engagement Events:** The Wabash County YMCA holds parental orientation events prior to program launch and achievement celebrations. Family Engagement events are offered in the evening or on weekends to accommodate schedules of working families.
- **Continuous communication with families** happens via newsletters, schedules, flyers, text reminders, and phone calls.
- **Academic growth updates** comprehensive updates are sent home each semester tailored to share information with parents about their child's academic growth in the program.
- **Family Program Satisfaction Surveys** are used to understand how families perceive the program and engagement efforts as well as identify opportunities for program improvement.
- **Commitment from families:** including a parent pledge to read with their child at home as part of the program and to support attendance during program sessions.

Families in need of GED courses, English as a second language or assistance in becoming a US Citizen will be directed to The Learn More Center. We also have connections with welfare agencies for families that need this type of assistance.

### **Snacks and Meals:**

During the 21st CCLC school-year program, breakfast and an afternoon snack are served meeting HEPA standards. During the summer program, breakfast and lunch are served as the two reimbursable meals through the USDA, as well as a healthy snack. Currently, as part of our participation in the Summer Food Service Program (SFSP), the Food Service Director of our sponsoring school district annually attends state agency training, provides overall management and supervises the SFSP, submits applications and agreements to the state agency, hires, trains, and supervises food service staff, arranges for food preparation and delivery, ensures that all monitoring requirements are met, adjusts meal orders, submits reimbursement vouchers, bidding, and negotiations with vendors for purchased meals.

The Food Service Director also conducts reviews of food service operations at all sites, prepares reports of visits, ensures sites take corrective actions, and conducts on-site training as necessary. Site supervisors serve meals, clean up after meals, ensure safe and sanitary conditions at the site, ensure the safety of food, comply with local health and safety standards, receive and account for delivered meals, ensure that children eat all meals on-site, and take accurate meal counts at point



of service. Each site location has appropriate storage, including cold storage, to avoid holding foods in the temperature danger zone for longer than two hours.

**Weekly Schedule**

During the school year, The Wabash County YMCA will provide before school care at OJ Neighbours Elementary for 1.5 hours per day for 5 days a week, totaling 7.5 hours of before school programming. OJ Neighbours Elementary, Metro North Elementary, Southwood Elementary, and Wabash County YMCA will provide after school care 2.5 hours per day for 5 days a week totaling 12.5 hours of after school programming. During the school year, the sites follow the school calendar for breaks including Fall, Winter, and Spring break. School breaks are not included as a 21st CCLC program.

**OJ Neighbours Elementary Schedule**

<b>Before school</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
6:30-8:00	Social/emotional Enrichment	Social/emotional Enrichment	Social/emotional Enrichment	Social/emotional Enrichment	Social/emotional Enrichment
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:20	In Class	In Class	In Class	In Class	In Class

**OJ Neighbours Elementary, Metro North Elementary, Southwood Elementary, and Wabash County YMCA After School Schedule**

<b>After School</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3:00-3:35	Homework	Homework	Homework	Homework	Homework
3:35-4:00	Snack	Snack	Snack	Snack	Snack



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4:00-5:00	Mindworks STEM	Mindworks STEM	Mindworks STEM	Mindworks STEM	Mindworks STEM
5:00-5:30	Physical Activity using Skillastics Curriculum	Physical Activity using Skillastics Curriculum	Physical Activity using Skillastics Curriculum	Physical Activity using Skillastics Curriculum	Physical Activity using Skillastics Curriculum

### Summer Schedule

The Wabash County YMCA will provide 3 summer program locations. At OJ Neighbours Elementary the program will consist of 1 hour of before care, 3 hours of math and reading enrichment and 4.5 hours of STEM activities for a total of 7.5 hours per day or 37.5 hours per week. The Metro North and Southwood Elementary sites will hold 3 hours of math and reading enrichment and then students will be bussed to OJ Neighbours Elementary for lunch and 4 hours of STEM activities per day. Two hours of after care will be provided each day.

### OJ Neighbours Elementary Schedule

SUMMER	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00	Morning Care	Morning Care	Morning Care	Morning Care	Morning Care
8:00-8:30	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time
8:30-10:00	Literacy Block	Literacy Block	Literacy Block	Literacy Block	STEAM Enrichment
10:00-11:30	Math Block	Math Block	Math Block	Math Block	STEAM Enrichment

### OJ Neighbours Elementary, Metro North Elementary, and Southwood Elementary Afternoon Schedule



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11:30-1:00	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
1:00-2:00	STEM Enrichment	STEM Enrichment	STEM Enrichment	STEM Enrichment	Field Trip/ Special Presenter
2:00-3:00	Gym	Gym	Gym	Gym	Field Trip/Special Presenter
3:00-3:25	Classroom Community Time	Classroom Community Time	Classroom Community Time	Classroom Community Time	Classroom Community Time
3:25-3:30	Students to buses/pick up line	Students to buses/pick up line	Students to buses/pick up line	Students to buses/pick up line	Students to buses/pick up line
3:30-5:30	After Care enrichment games and activities	After Care enrichment games and activities	After Care enrichment games and activities	After Care enrichment games and activities	After Care enrichment games and activities

### Metro North and Southwood Elementary Morning Schedule

SUMMER	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time	Breakfast and Community Time
8:30-10:00	Literacy Block	Literacy Block	Literacy Block	Literacy Block	STEAM Enrichment
10:00-11:30	Math Block	Math Block	Math Block	Math Block	STEAM Enrichment
11:30	Bus to OJ Neighbours Elementary	Bus to OJ Neighbours Elementary	Bus to OJ Neighbours Elementary	Bus to OJ Neighbours Elementary	Bus to OJ Neighbours Elementary



### **Alignment to Standards:**

The staff in our program complete ongoing professional development training to ensure best practices are followed during program hours. Specifically, we follow Human Relationship standards as soon as students are greeted at the door. Students choose what type of greeting they want each day, including high fives, hand shakes, or fist bumps to create a positive climate. During their time in the program, the students are regularly engaged with caring adults and have multiple opportunities to make choices that align with their interests. Our daily schedule provides routine while also providing flexibility. Children are able to make their own choices, for example, they may choose between Legos, Play-Doh, or STEM toys including magnatiles and zoob builders.

We maintain Indoor and Outdoor Environment standards via access to the school playground, gymnasium and classroom environments. Since the school is already configured to serve students during the day, indoor and outdoor standards are already in place, developmentally appropriate, and well-maintained. We teach students responsibility by letting them make their own choices, take things out and put them away, and by assigning tasks to students each day.

For Programming and Activities standards, our program includes academic support and evidence-based curriculum that aligns with students' learning goals. We communicate regularly with parents and teachers to collaborate as previously detailed under "Parental Involvement". We provide life skills, academic, and career activities. Intentional lesson and activity planning incorporates a balance of these activities targeted for all students. Our regular STEM activities support the focus on STEM and these activities will be increased with Cohort 10 funding.

The Safety, Health, and Nutrition standards are a top priority. Our CPR certified staff maintain optimum student-teacher ratio, practice regular emergency drills, and maintain arrival and dismissal procedures to keep students safe. By providing regular snacks and meals that are specifically chosen to meet nutrition standards, we provide for the food insecurity needs in our community. We also teach students proper hygiene and nutrition habits through guest speakers and presentations. Our staff are certified in CPR and practice emergency preparedness.

We meet Administration standards by following the Wabash County YMCA mission statement and standards for staff. The program hours are based on meeting families' needs. This is an all-inclusive and diverse program that includes children with disabilities and English Language Learners. The Director of Youth Development involves staff, board members, parents, and children in long-term planning and strategy. Transform Consulting Group provides ongoing evaluation to help identify areas that need improvement and assistance in goal setting action steps.





We carefully evaluate and follow the Indiana Afterschool Standards in program design and planning. Our program is structured to include a wide variety of learning and enrichment opportunities to serve the child as a whole - emotionally, academically, and physically. Our program prepares students to be successful in school.

**Staff Recruitment and Retention:**

To recruit quality staff, we partner with the local schools to obtain teacher referrals and enrichment leaders (also known as paraprofessionals). This works well because teachers already have strong relationships built with the students and school staff. The YMCA offers job fairs with open interviews to recruit staff. All staff receive the benefits of a free Nationwide YMCA membership, 50% off programming at the Wabash County YMCA, and ongoing professional development.

The flexible hours are convenient for parents of students in school, and we have found this to be attractive to applicants as well. Thanks to a supportive work environment, good planning, and staff benefits, we hold an average of 63% retention rate of returning teachers and enrichment leaders. The chart below shows staff positions and staff hourly rates. The living wage in Wabash County for a single person with 0 children is \$10.57 whereas a single person with 1 child rate is \$22.11. Out of 37 staff, 36 are part-time employees and most staff use this position to supplement their income of their full-time job.

Site Director	\$39,000 annual salary
Site Coordinators	\$10 hourly
Enrichment Leaders	\$9 hourly
Summer Site Coordinator	\$17.10 hourly
Youth Development Assistant	\$12.50 hourly
Lead Site Coordinator	\$17.10 hourly
Accounting Payroll Specialist	\$25,000 annual salary
Human Resources Specialist	\$18,000 annual salary
Swim Instructors	\$9 hourly
Bus Drivers	\$12 hourly



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

We have been successfully supporting the spiritual, emotional, and academic growth of students in both 21st CCLC sites through Cohort 8 and Cohort 9. Without the 21st CCLC program, students had a high level of summer learning loss, food insecurity, and abuse. From the time the program was created, attendance numbers have risen to capacity and there is a need to expand to serve more students currently on the waiting list. During our program, 100% of students had a safe place to be during out-of-school hours, students increased their reading and math skills, and teachers reported improved behavior.

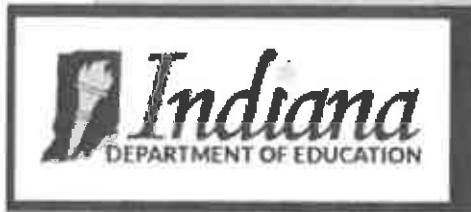
### **Successful Student Recruitment and Retention Outcome**

Every year, our program has shown high retention rates and experienced growth. From year one of Cohort 8 to year two, the sites served more regularly attending participants. In year two the program also served more RAPs (74) than the number proposed (65). We also served eight more RAPs than what we proposed from Manchester in Cohort 9.

### **Attainment of Academic Outcomes**

The Wabash County YMCA has successfully operated a summer program at Manchester Elementary School (MES), with an 83% retention rate and 89% regularly attending participants (RAPs), which is well above the goal of 60%. This program is designed to prevent summer learning loss (SLLP). The average student loses the equivalent of two months of reading skills over the course of the summer. Students in our program, who have been targeted as high-risk for summer learning loss, are not losing skills over the summer, but are actually seeing average gains of 2.5 months of reading skills. During the first summer for our program with Manchester, 93% of RAP students improved their literacy and reading assessment scores and 88% of RAP students improved their math assessment scores. In addition to the strong gains made in our summer program, students improved their academic attainment during the school year. In year one of the program, over half of RAPs improved their reading and/or language scores while all improved their math scores.

Our success as a 21st CCLC at OJ Neighbours Elementary School, Southwood Elementary School, and Metro North Elementary School is impressive. We show an 84.5% RAP rate for the summer program. Over half (57%) of RAP students improved their scaled score on the literacy and reading assessment score and almost two-thirds (65%) of students increased their math assessment score. Our summer parents reported an improvement in student self-confidence because of the academic support provided by the 21st CCLC. Over three-fourths (78%) of teachers reported a positive growth mindset of their students. During the program year, the program overall served 63% RAPs during 2017-2018 compared to 77% RAPs during the 2018-2019 school year. Students also showed academic gains, with over 90% of RAPs



improving their proficiency rates on the Text Reading Comprehension (TRC) assessment and over 80% of RAPs improving their math grade.

### **Success in STEM programming**

We have proven success with exposing local youth to STEM topics. The Wabash County YMCA has hosted two Lego camps and they have both filled to capacity. As part of our 21st CCLC program, we've also incorporated the use of Legos as a table activity for our students, and we develop Lego build challenges. One parent shared that her 8-year old daughter had never used Legos and now loves playing with Legos because she was introduced to them at our after-school SPARK program and signed up for our Lego camps. We've focused on STEM field trips including Science Central in Fort Wayne, the Fort Wayne Children's Zoo, and Salamonie Dam Interpretive Center during programming.

### **Professional Development Plans**

During the past two years, all staff participated in sexual abuse prevention training from Redwoods Group and Paesidium; harrasment, risk managment, and social media training from Redwoods Group; CPR, First Aid, and AED training; conflict resolution from YMCA Link Crisis Management; Security from YMCA Link.

Monthly staff training focuses on curriculum-specific professional development incorporating presenters that cover best practices and teacher collaboration.

The Site Director participated in the Kids Count Conference and shared the information with front-line staff. The Site Director also participated in Renaissance Testing Webinars to understand more about testing techniques and data analysis, the Boost (Best Out of School Time) conference that covers various best practices topics to expand learning and improve quality and gain resources, the National Afterschool Conference, the CEYD retreat to engage in a variety of professional development, and local Lunch & Learn Cafes on topics that are presented and can be implemented in daily practices.

### **Results of Monitoring Visit**

Our program had a 21st CCLC monitoring visit from the Indiana Department of Education and no corrective action was given.



<b>Professional Development needs/ Competencies to Strengthen</b>	<b>Existing Professional Development to Meet Identified Needs</b>	<b>Additional Professional Development Necessary to Meet Needs</b>	<b>Staff Involvement</b>	<b>Desired Impact</b>
Sexual Abuse Prevention	Redwoods		All Staff	Awareness of how to appropriately interact with children
Sexual Abuse Prevention	Paesidium		All Staff	Staff will recognize risk factors and eliminate all risks for abuse to happen while in our care
Daily Operations	Redwoods Social Media, Harassment Prevention, Risk Management		All Staff	Staff will understand the importance of boundaries and will know how to appropriately engage with clients internally and externally.
Safety	Redwoods, Y-exchange, CPR, First Aid, AED		All Staff	Staff will recognize slip, trip, and fall hazards as well as know how to appropriately address recognized hazards
Conflict Resolution	YExchange Crisis Management		All Staff	Staff will have a better understanding of conflict and crisis and have skills to manage each



Security	YExchange Waivers and Insurance		All Staff	Staff will understand the importance of all participants filling out all forms
Curriculum, Safety, Security	Monthly In-Service		All Staff	Staff will be updated of any new procedure as well as be refreshed in safety requirements
Variety of PD offered	Kids Count Conference		Site Director and Site Managers	Staff will take courses that will advance their roles. Staff will be expected to disseminate information to front line staff
Relevant PD from IDOE	Regional Meetings (21CCLC)		Site Director	Staff will implement all requirements as directed by IDOE
Professionalism	Regional Peer Meetings		Site Director	Staff will learn relevant topics and apply and disseminate as appropriate
Child Abuse and Neglect; Best Practice	MCCOY Webinar Series		Site Director and Site manager	Staff will be as current as possible on relevant issues at the state level
Testing	Renaissance Testing Webinar		Site Director and site manager	Staff will appropriately administer testing at scheduled intervals

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Data	Renaissance Data Webinar		Site Director and site manager	Staff will understand the data, how to read it, and its importance
Well-being; Best Practice	MCCOY		Site Director and site manager	Staff will understand the importance of well-being in academic success. Staff will view children as whole and important
Data	New Database training Webinar		Site Director and site manager	Staff will understand how to input, store, and utilize data
Variety of PD Offered	BOOST Conference		Site Director and site manager	Staff will take courses that will advance their roles. Staff will be expected to disseminate information to front line staff
Variety of PD Offered	NAA Conference		Site Director and site manager	Staff will take courses that will advance their roles. Staff will be expected to disseminate information to front line staff
Child and Youth Development; Best Practice	CEYD Retreat Series		Site Director or site manager	Staff will engage in each of the 3 day retreats. Staff will be expected to disseminate information to front line staff
Youth Development; Best Practice	YI Lunch and Learn Cafes		Site Director, site manager, front line staff	Staff will engage in the topics presented and be expected to implement

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					applicable best practices in daily operations.
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## IDOE 21<sup>st</sup> CCLC Program Professional Development Plan

<b>Program Name</b>	Wabash County YMCA
<b>Program Director</b>	Brittiany Burnett

### 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





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

o...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?

Program Name	Wabash County YMCA
Program Director	Brittany Burnett
Dates of Implementation	June 1, 2020—June 30, 2021

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 Title & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director - 1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 <sup>st</sup> CCLC 50% from Title II	January 2020	Professionalism
Sexual Abuse Prevention Appropriate touch	Redwoods	Improve knowledge of awareness.	Awareness of how to appropriately interact with children.	Enrichment Leaders-ALL Director - 1 Assistant Director - 1	15min	\$7.25 hr/25 staff= 45.31	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Applied Human Development



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

Sexual Abuse Prevention Child sexual Abuse prevention	Redwoods	Improve knowledge of awareness.	Staff will be able to identify risk factors in given situations to limit the risk of abuse happening.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Applied Human Development
Sexual Abuse Prevention Meet Sam	Praesidium	Improve knowledge of awareness.	Staff will be able to identify risk factors in given situations to limit the risk of abuse happening.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Applied Human Development
Sexual Abuse Prevention It happened to me	Praesidium	Improve knowledge of awareness.	Staff will understand the impact of child sexual abuse.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Applied Human Development
Sexual Abuse Prevention Keeping you YMCA Safe	Redwoods	Improve knowledge of awareness.	Staff will have practical knowledge to limit the risk of sexual abuse.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Applied Human Development
Risk Management	Redwoods	Improve knowledge of awareness.	Staff will recognize risk and understand how to limit risk.	Enrichment Leaders-ALL Director -1 Assistant Director -1	20 min	\$7.25 hr/25 staff = \$60.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice methods



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

Appropriate Boundaries Social Media	Redwoods	Improve knowledge of awareness.	Staff will understand the importance of boundaries and will know how to engage with clients internally and externally.	Enrichment Leaders-ALL Director -1 Assistant Director -1	20 min	\$7.25 hr/25 staff = \$60.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Cultural and Human Diversity
Professional Lifeguard	Redwoods	Improve knowledge of awareness and safety.	Staff will understand the importance of safety in aquatics.	Enrichment Leaders-ALL Director -1 Assistant Director -1	20 min	\$7.25 hr/25 staff = \$60.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental Practice methods
Blood borne Pathogens	Redwoods	Improve knowledge of awareness and safety.	Staff will understand how to handle a situation in operations.	Enrichment Leaders-ALL Director -1 Assistant Director -1	45 min	\$7.25 hr/25 staff = \$135.94		Completed after hire date	Developmental practice Methods
Harassment Unlawful Harassment Prevention	Redwoods	Improve knowledge of awareness and safety.	Staff will know how to protect themselves and clients from harassment.	Enrichment Leaders-ALL Director -1 Assistant Director -1	4 hours	\$7.25 hr/25 staff = \$725	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Professionalism
Physical Safety	Redwoods	Improve knowledge of awareness and safety.	Staff will recognize slip, trip, and fall hazards as well as know how to appropriately address recognized hazards.	Enrichment Leaders-ALL Director -1 Assistant Director -1	20 min	\$7.25 hr/25 staff = \$60.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods



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

Safe Driving	Redwoods	Improve knowledge of awareness and safety.	Staff will understand the importance of safe driving and the impact of unsafe driving on the program.	Enrichment Leaders-ALL Director -1 Assistant Director -1	30 min	\$7.25 hr/25 staff = \$90.63		Completed after hire date	Developmental practice Methods
Physical Safety-safe lifting	Redwoods	Improve knowledge of awareness and safety.	Staff will know how the importance of safe lifting and will know how to lift safely.	Enrichment Leaders-ALL Director -1 Assistant Director -1	20 min	\$7.25 hr/25 staff = \$60.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods
Bullying, aquatics, playground safety, transportation safety	Redwoods	Improve knowledge so staff will know how to respond in situations.	Staff will understand that there are a certain activities that have higher risk during summer programming. Staff will know how to best respond to each situation.	Summer Staff Director -1 Assistant Director -1	1 hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods
Physical Safety	YExchange Facility Safety	Improve knowledge of awareness and safety.	Staff will recognize safety risks and appropriately reduce risks.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods
Physical Safety	YExchange Creating a Culture Of Safety	Improve knowledge of awareness and safety.	Staff will continuously inspect environment insuring everyone's safety.	Enrichment Leaders-ALL Director -1	1 hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods



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

Conflict Resolution	YExchange Crisis Management	Improve to be able to manage conflict.	Staff will have a better understanding of conflict and crisis and have skills to manage conflict.	Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Relationship and Communication
Security	YExchange Waivers and Insurance	Improve ability to run operations.	Staff will understand the importance of all participants filling out all forms.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 Hour	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed after hire date	Developmental practice Methods
Safety	CPR/AED	Improve staff certification and ability to perform safety precautions.	Staff will be certified to perform child and adult CPR and use an AED on adults and children.	Enrichment Leaders-ALL Director -1 Assistant Director -1	4 hours	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed within 30 days of hire	Developmental practice Methods
Safety	First Aid	Improve staff certification and ability to perform safety precautions.	Staff will be certified to administer first aid and document appropriately.	Enrichment Leaders-ALL Director -1 Assistant Director -1	3 hours	\$7.25 hr/25 staff = \$181.25	100% from 21 <sup>st</sup> CCLC	Completed within 30 days of hire	Developmental practice Methods
Curriculum, Safety, and security	Monthly in-service	Improve knowledge and programs.	Staff will be updated of any new procedure as well as be refreshed in safety requirements.	Enrichment Leaders-ALL Director -1	2 hours	\$7.25 hr/15 staff/10 meeting	100% from 21 <sup>st</sup> CCLC	Monthly	Developmental practice Methods



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

Curriculum, Safety, and security	Summer In-service/ Training	Improve knowledge and programs.	Staff will be updated of any new procedure as well as be refreshed in safety requirements.	Assistant Director -1	5.10 hours	\$2175	100% from 21 <sup>st</sup> CCLC	June	Developmental practice Methods
Variety of PD Offered	Kids Count Conference	Improve knowledge to gain knowledge of best practices.	Staff will take courses that will advance their roles. Staff will be expected to disseminate information to front line staff.	Director -1 Assistant Director -1	2 days	\$320	100% from 21 <sup>st</sup> CCLC	December	All 5 competencies are offered.
Youth Development; Best Practice	NY Lunch and Learn Cafes	Improve knowledge to gain knowledge of best practices.	Staff will engage in the topics presented and be expected to implement applicable best practices in daily operations.	Director -1 Assistant Director -1	2 hours	\$0		Bi-Monthly	All 5 competencies are offered.
IAN Summit	Indiana Afterschool Network	Improve knowledge to gain knowledge of best practices.	Staff will engage in the topics presented and be expected to implement applicable best practices in daily operations.	Director -1 Assistant Director -1	2 days	\$230	100% from 21 <sup>st</sup> CCLC	April	All 5 competencies are offered.



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

Multi-State	21 <sup>st</sup> century	Improve knowledge to gain knowledge of best practices.	Staff will engage in the topics presented and be expected to implement applicable best practices in daily operations.	Director -1 Assistant Director -1	3 days	\$300	100% from 21 <sup>st</sup> CCLC	October	All 5 competencies are offered.
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### Professional Development Plan Cost:

Total Estimated Cost	\$ \$7703.66	% of Total Budget	3%
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**PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

**Evidence-Based Programming**

We will use the Mindworks Evidence-Based Curriculum to structure activities during both the summer program and the after-school program. The entire curriculum is engaging and hands-on with equal balance of academic and physical activities designed for: authentic learning, mental model building, internal motivation, multimodal learning, social learning, international learning, and exposing students to STEM. Skillastics is another curriculum that will be implemented for physical education and activity. Mindworks aligns with the HEPA 2.0 standards and Social and Emotional Core Competencies and includes academic integration with STEM and nutrition activities.

**School Year Program Performance Measures**

The school year program will operate 2.5 hours, 5 days per week, for 38 weeks. OJ Neighbours Elementary will operate before care 1.75 hours, 5 days per week, for 38 weeks. We will have locations at OJ Neighbours Elementary School, Southwood Elementary, Metro North Elementary School, and the Wabash County YMCA. We have a goal to serve 104 students in the school year program across all the sites.

**School Year**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1) Increase reading comprehension and success among regular participants 2) Increase mathematics comprehension and success among regular participants	Provide instructional support for reading comprehension by certified teachers and trained staff using our chosen curriculum  Provide instructional support for math by certified teachers and trained staff	60% of KG - 2nd grade RAPs will increase proficiency rates on the Text-Reading Comprehension (TRC) assessment from fall to spring (OJ) -60% of 3rd and 4th grade RAPs will improve their STAR Reading assessment score from fall to spring (OJ) -60% of K-3rd grade RAPs will increase their percentile on the ELA portion of the NWEA assessment	Text Reading Comprehension (TRC) assessment  STAR  NWEA



		<p>using our chosen curriculum</p> <p>Provide academic enrichment learning activities, including STEM-focused activities</p>	<p>from fall to spring (MSD) -60% 4th grade and above RAPs will earn a 'B or better' or increase their ELA grade from fall to spring. (MSD/ Middle School) -60% 3rd and 4th grade RAPs will improve their STAR Math assessment score from fall to spring (OJ) -60% of K-3rd grade RAPs will increase their percentile on the math portion of the NWEA assessment from fall to spring (MSD) -60% 4th grade and above RAPs will earn a 'B or better' or increase their Math grade from fall to spring. (MSD/Wabash)</p>	
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<p>2) Improve academic performance and habits</p>	<p>Increase student attendance and engagement in program activities, including field trips</p>	<p>Provide daily engaging and enriching afterschool programming that motivates the students to attend school</p>	<p>-80% of RAPs improved in completing their homework to the teacher's satisfaction, collected through the Teacher Surveys (All sites) -80% of RAPs improved his/her academic performance, unless no improvement was needed, collected through Teacher Surveys (All sites)</p>	<p>Teacher survey (Cayen)</p>
<p>3) Improve social and behavioral outcomes in students</p>	<p>1) Increase positive student behavior around four core values (respect, responsibility, honesty, and caring)  2) Increase students awareness of positive methods to improve their social/ emotional health</p>	<p>-Provide daily character development activities to guide students and allow them to put what they learn into practice -Provide daily physical activities -Provide regular professional development to staff, including behavior management training</p>	<p>60% of RAPs have improved behavior in the classroom, unless no improvement was needed, collected through teacher survey (All sites)</p>	<p>Teacher survey (Cayen)</p>
<p>4) Increase family involvement</p>	<p>1) Increase families' use of evidence-based</p>	<p>-Gather families' commitment to</p>	<p>-80% of 4th grade and below parents/ caregivers will commit</p>	<p>Enrollment forms</p>

<p>in students education at home</p>	<p>skills to support literacy at home</p> <p>2) Increase families' feelings of positive connection with their child's school</p>	<p>reading at home</p> <p>-Send home a regular newsletter about the program and activities to do at home</p> <p>-Incorporate family engagement nights</p>	<p>to reading at home with their child, collected through program enrollment forms (elementary sites)</p> <p>-70% of 5th-8th grade parents report they checked their students homework 2-3 times per week (middle school sites)</p> <p>-70% of parents report attending at least one parent teacher conference school year (all sites)</p>	<p>Parent survey</p>
<p>5) Increase students understanding and interest in STEM related activities and careers</p>	<p>1) Improve students' understanding of what STEM is and includes</p> <p>2) Increase student engagement in STEM activities</p>	<p>-Provide daily STEM engaging activities to show students and allow them to put what they learn into practice</p> <p>-Utilize partnerships to expose students to STEM related careers and activities</p>	<p>50% of students report being more interested in STEM related activities and careers</p>	<p>Student survey</p>

**Summer Program Performance Measures**

The summer program will operate 7 hours, 5 days per week, for 5 weeks. We will have locations at OJ Neighbours Elementary School, Southwood Elementary, and Metro North Elementary School. We have a goal to serve 100 students in the summer program across all the sites.



## Summer

<b>Program Goals</b>	<b>Program Objectives</b>	<b>Program Activities</b>	<b>Performance Measures</b>	<b>Assessment Strategies</b>
1) Prevent summer learning loss	Increase student academic achievement in ELA/Reading -Increase student achievement in Math -Increase student attendance and engagement in the summer	Provide engaging activities and field trips for students in the summer with a focus on Reading and STEM	-60% of parents report their student shows improvement in math skills -60% of parents report their student improved in their reading skills	Parent Survey
2) Improve student behavior	Increase positive student behavior around four core values (respect, responsibility, honesty, and caring)	-Provide daily character development activities & practice activity - Provide daily physical activities -Provide regular professional development, including behavior management	-60% of parents report their child improved self-confidence by the end of summer -60% of parents indicate their student has improved their ability to overcome challenges	Parent Survey
3) Increase family involvement in child's learning throughout the summer	Maintain / improve family involvement in child's learning throughout the summer	-Share weekly updates with parents /families -Share engaging activity ideas to do at home -Invite parents/families to attend field trips	60% or more of families will report they are more engaged in their child's learning	Parent Survey



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

### **Communication with School Leadership**

Quarterly meetings with principals and members of the school board provide opportunities for collaboration. Email and phone calls will be our primary forms of communication. The Director of Youth Development will visit each school site weekly to ensure constant communication.

### **Communication with School Day Staff**

To align out-of-school efforts with in-school efforts, we collaborate with teachers during weekly huddles and staff in-service meetings. On a case-by-case basis, teachers work with program staff to set specific goals for homework and achievement. The Director will have ongoing communication with teachers about student academic records to support student success. The school staff have an open line of communication to refer students who are struggling academically or need a safe place to go when their parents are unavailable. The teachers and director will meet quarterly to review student grades and collaborate about student progress, goals, and needs.

### **Community Stakeholders**

Community stakeholders may send inquiries through email at [bburnett@wabashcountyyymca.org](mailto:bburnett@wabashcountyyymca.org), call Wabash County YMCA, or visit the Wabash County YMCA to register for the program or to receive more information about the 21st CCLC program.

### **Communication with Families**

Daily communication is made with families in the program through the Remind app. Our monthly newsletter keeps families apprised of what is happening in the program. Fliers are sent home to families for important reminders.

## **21ST CCLC TERMINOLOGY**

Our program uses the 21st CCLC logo on all of our program materials. All of the program forms, handouts, and information include 21st CCLC terminology and logo as well as program supplies purchased from 21st CCLC.

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

### **Professional Development Plan**

(See next pages for completed form)

### **Assessment**



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

Program Name	Wabash County YMCA
Program Director	Brittiany Burnett

### 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
  - o 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
  - o 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
  - o 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
  - o 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



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

o. 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?

Program Name	YMCA
Program Director	Brittany Burnett
Dates of Implementation	July 2021-July 2025

**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 Title & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director -1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 <sup>st</sup> CCLC 50% from Title II	January 2020	Professionalism
Sexual Abuse Prevention	Praesidium	Improve knowledge of awareness.	Staff will be able to identify risk factors in given situations to limit the risk of abuse happening.	Enrichment Leaders-ALL Director-1	2 hours	IN-KI ND		Completed after hire date	Applied Human Development



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

Daily operations, safety, social-emotional health	West Bend Academy	Improve knowledge of awareness and safety.	Staff will know the safety precautions of children with allergies and know what to do if there is an allergic reaction.	Assistant Director -1 Enrichment Leaders-ALL Director -1 Assistant Director -1	6 hours	IN-KI ND	Completed after hire date	Developmental Practice Methods
CPR and First Aid	Safety	Improve staff certification and ability to perform safety precautions.	Staff will be certified to perform child and adult CPR and administer first aid and document appropriately.	Enrichment Leaders-ALL Director -1 Assistant Director -1	6 hours	25.00	Completed within 30 days of hire	Developmental Practice Methods
Curriculum, Safety, and variety of professional development	Monthly In-service	Improve knowledge and programs.	Staff will be updated of any new procedure as well as be refreshed in safety requirements.	Enrichment Leaders-ALL Director -1 Assistant Director -1	2 hours	Staff wage \$7.25	Monthly	Developmental Practice Methods
Kids Count Conference	Indiana Youth Institute	Improve knowledge of best practices.	Staff will take courses that will advance their roles. Staff will be expected to disseminate information to front line staff.	Director -1 Assistant Director -1	2 days	\$160	December	All 5 competencies are offered.





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

Youth Development; Best Practice	IYI Lunch and Learn Cafes	Improve knowledge of best practices.	Staff will engage in the topics presented and be expected to implement applicable best practices in daily operations.	Enrichment Leaders-ALL Director -1 Assistant Director -1	2 hours	IN-KI ND	Bi-Monthly	All 5 competencies are offered.
Multi State -Yearly	21 <sup>st</sup> CCLC	Improve knowledge of best practices.	Staff will engage in the topics presented and be expected to implement applicable best practices in daily operations.	Director -1 Assistant Director -1	3 days	\$150	October	All 5 competencies are offered.
Mindworks curriculum training	Mindworks	Improve knowledge of best practices.	Staff will engage in the curriculum presented and be expected to implement best practices in programming.	Enrichment Leaders-ALL Director -1 Assistant Director -1	1 hour	IN-KI ND	Completed after hire date	All 5 competencies are offered.
Summer Changes Everything	National Summer Learning Association	Improve knowledge of best practices.	Will provide insights and solutions into the evolution of the field from closing academic achievement gaps to now addressing opportunity gaps and fostering social-emotional learning.	Director-1	3 days	\$870	November	All 5 competencies are offered.

**Professional Development Plan Cost:**

Total Estimated Cost	\$5156.50	% of Total Budget	1.98%
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Assessments will be made through data collection and on-site observations. Weekly check-ins by the Director of Youth Development to ensure procedures and practices are being implemented. Performance reviews for staff will be conducted annually to determine specific, relevant professional development opportunities and SMART goals for all levels of staff.

### **Staff Plans**

All levels of staff including program director, site coordinators, enrichment leaders, and school day staff will engage in a variety of topics presented including: STEM, trauma informed care, classroom management, and be expected to implement applicable best practices in daily operations. All staff will be CPR/First Aid/AED Certified, and will complete West Bend Academy training and Praesidium training to improve knowledge about safety and awareness within 30 days of being hired. The program director will attend conferences that include a variety of professional development topics to enhance the program including: Summer Changes Everything, National Afterschool, and Kids Count Conference. Through conferences, curriculum, and YMCA training, the Professional Development Plan will educate our staff to provide quality care in our program and implement the best practices. Specific details can be found in the attached professional development plan.

### **Enhancing Quality**

Professional development is the strategy we use to ensure that our enrichment leaders continue to strengthen their practice throughout their career. Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges and increase student achievement. Our monthly professional development opportunities support the growth and development of our staff. We accomplish this through collaboration with other educators, learning effective practices, providing coaching and expert support, and offering opportunities for feedback and reflection of current practices. The outcome of ongoing professional development can be identified and defined for both educator practice and student growth which helps reach our program goals. All staff will be CPR/First Aid/AED Certified, and will complete West Bend Academy training and Praesidium training to improve knowledge about safety and awareness. All staff will enjoy continuous professional development including formal onsite training presenters to increase quality as a whole program focusing on STEM practices, teaching techniques, trauma informed care, and classroom management. The director will maintain professional development by attending conferences that have a variety of professional development topics to enhance the program including: Summer Changes Everything, National Afterschool, and Kids Count Conference.

### **EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

The evaluation design includes a mixed-method approach of a formative and summative evaluation to measure progress towards the goals, objectives and measures described in Section 8: Program Implementation. The goals and performance measures of the program have been



developed to be consistent with Indiana’s statewide goals and objectives as defined by IDOE. Specific performance measures are aligned with each objective to describe how progress towards the overarching goals will be measured.

Transform Consulting Group (TCG) has been selected as the local evaluator for this project (see attached MOU). The evaluation plan is outlined in the table below. The plan includes the type of data to be collected, the purpose of the data, the timeline of when it will be collected, and the data tool used for collection. TCG will receive and analyze all the data to summarize in the annual evaluation report.

### ***Type of data to be collected***

The evaluation will assess how the program has been implemented (*formative assessment*) through completing **two on-site observations** and the **Indiana IN-QPSA**. TCG has an office and staff located in Wabash County, so site visits will be easily scheduled. TCG will work with the Wabash YMCA 21st CCLC staff to complete the IN-QPSA mid-way through the program year (typically in January). This will provide a helpful reflection of areas that are strong in the program and areas to improve based on the Indiana Afterschool Standards. The evaluator will help us develop a plan of action based on the self-assessment to make any modifications for the remainder of the program year.

To inform the annual program evaluation, we will collect **program participant demographics, daily attendance, student grades, math and ELA academic performance data** and an **SEL assessment** (using the Search Institute Youth and Program Strengths assessment).

We will also collect qualitative data, including feedback from parents, teachers, and students. The **parent feedback** will address questions about their engagement with the student’s school and learning, and include their thoughts on student achievements from the program. The **teacher feedback** will include questions about the students’ change in academics, behavior, and social/emotional health as a result of the program. The **student feedback** will ask questions to gauge their learning and ideas of personal growth as a result of the program.

All of the data collected will be summarized in an end-of-the year program evaluation report (*summative assessment*) submitted to IDOE, discussed and reviewed by the Wabash YMCA 21st CCLC staff, and presented to school staff.

### **When the data will be collected**

TCG will develop a more detailed “Data Management Plan and Schedule” based on the Evaluation Plan described in the table below that outlines each performance measure, the purpose of the measure, the data source (question/ item number in data tool), when the data will be collected for each measure, by whom, where the data will be stored and when the data will be analyzed and available for reporting purposes. This plan will be shared with the Program



Director and reviewed with our school partners. TCG will track and monitor the completion of the plan and schedule.

**What instruments will be used for data collection**

Data tools have been developed, as described in the table below, to report on the program goals, objectives and performance measures outlined in Section 8.

<b>Evaluation Plan</b>			
<b>Data Type</b>	<b>Purpose</b>	<b>Timeline</b>	<b>Data Source</b>
Student Demographics	Inform the executive summary; Assess diversity of students served	Ongoing; Program will collect via enrollment forms at the start of the year and when a new student enrolls; Program will enter data throughout program year	Cayen
Program Attendance	Identify regularly attending participants (RAP); Target students in need; Inform the executive summary	Program will collect daily; enter weekly and submit monthly	Cayen
Academic Achievement	Inform the performance measures; Inform program decisions, including focus of academic activities	School partners will share grades and assessments data at the beginning of the year and end of the school year	Student report card grades and assessments
Parent Feedback	Inform the performance measures; Inform observation of student outcome; inform future program decisions, parent engagement and communication	The survey will be sent in the spring, including reminders in April and May	TCG parent survey
Teacher Feedback	Inform the performance measures; Inform	The evaluator will send the survey in the spring with	DOE teacher survey from



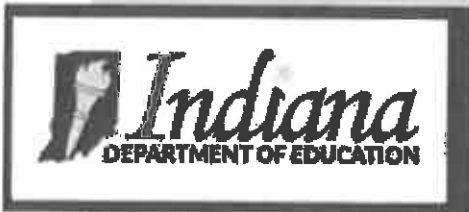
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	observation of student outcome; inform future program decisions	automatic reminders built in	Cayen
Student Feedback	Inform the performance measures; Assess student perceptions of change; Inform future program decisions, like activities and interactions.	The YPSS survey will be completed in the spring annually.	SEARCH Institute Youth and Program Strengths (YPS) Survey
Site Observations	Assess the program's alignment with the Indiana Afterschool Standards to discover areas of strength and opportunities for improvement.	TCG will visit each site twice during the school year; once in the fall and once in the spring	TCG observation checklist
Indiana Quality Program Self-Assessment (IN-QPSA)	Assess the program with the Indiana Afterschool Standards to rate their performance and develop a program improvement plan.	Program staff will complete self-assessment in January to assess mid year progress and have time to make necessary adjustments for the remainder of the program year	Indiana Afterschool Network QPSA assessment tool online. Generate program plan results

***Use data to drive program improvement***

The Wabash YMCA is already oriented as a data-driven organization collecting and using data to refine programming and outcomes for the students we serve. During the cohort 8 and cohort 9 program years, the Wabash YMCA holds regular meetings with the school partners.

TCG will regularly share data collected with the Wabash YMCA 21st CCLC staff after it's received. TCG will identify **key findings** and **recommendations** that our program staff will use and implement changes accordingly. In addition, TCG offers to facilitate training with the Wabash YMCA 21st CCLC staff on Continuous Quality Improvement "Plan-Do-Study-Act" (or PSDA) framework. This training outlines a framework and tools on how to use data to drive



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program improvement using Implementation Science research. TCG will deliver this training mid-year in year one after the first semester of data has been collected to review that data (site visits, beginning of the year academic data, and IN-QPSA) and identify results that the program staff are not satisfied with and develop a plan of action using the PDSA framework to make improvements.

Following the conclusion of the program year and data collection process, the data will be analyzed and presented within the annual evaluation report and executive summary. High Level findings and recommendations will be presented to the Wabash YMCA 21st CCLC staff and the school partners.

### **Local Evaluator**

The Wabash YMCA will partner with Transform Consulting Group (TCG) to provide evaluation services for the 21st CCLC grant. TCG has extensive experience working with youth programs and the 21st CCLC grant program.

- TCG has participated as a 21st CCLC grant reviewer for the state of Indiana, Alabama and the District of Columbia.
- TCG is the current evaluator for three other 21st CCLC grants administered by the Wabash County YMCA and the Kokomo YMCA.
- TCG has helped both of those organizations successfully design their 21st CCLC program and write their grant application.
- TCG staff have presented several sessions at the Indiana Afterschool Network's conference and the Midwest Regional 21st CCLC conference in Evansville last fall.
- TCG staff trained hundreds of youth workers on program evaluation and using data to drive their impact.
- TCG staff have worked numerous youth serving organizations on developing and evaluating their programs across the state of Indiana, including YMCAs, Boys and Girls Clubs, and locally developed youth serving organizations.
- TCG staff have subject matter expertise in social-emotional learning, college and career readiness, literacy tutoring, and STEM programming, research and state and national trends.
- TCG staff helped IAN develop and write the Indiana Afterschool Standards.
- TCG team members include past educators, social workers and data analysts.

Amanda Lopez, MSW, currently leads the evaluation and research efforts conducted by TCG. Ms. Lopez has nearly twenty years of experience working with youth organizations. Additional TCG team members will also be involved in the evaluation. These team members have prior experience managing a 21st CCLC grant program, including working with the Wabash YMCA and other grantees. TCG understands the programmatic and evaluation requirements of the 21st CCLC program, the annual program evaluation report and how to support programs in using



their data to strengthen outcomes for students. TCG has successfully prepared and submitted timely program evaluation reports for 21st CCLC grantees in Cohort 8 and 9.

### **Strategies of Measurement**

TCG and the Wabash YMCA reviewed the Indiana 21st Century Community Learning Centers Outcome Measurement Framework to determine which goals, objectives and performance measures most aligned with the overall mission of the Wabash YMCA and focus for this expanded and enhanced program. The Wabash County YMCA reviewed data from cohorts 8 and 9 to determine areas for opportunity. Lastly, the Wabash County YMCA is in communication and collaboration with the school partners to ensure strong alignment with their goals and focus.

After all of this review, TCG developed goals, objectives and measures that were shared with the Wabash County YMCA for final review and feedback. We selected targets based on previous performance, where available, and what we thought was realistic and achievable.

### ***Academic and Attendance Performance Measures***

Measuring academic performance is not something new for the Wabash YMCA. Regular communication and collaboration with the school partners will continue to ensure the Wabash County YMCA is staying up-to-date with the school's improvement plan to understand where they are focusing and a current baseline. We will use the beginning of the year grades and assessments to better understand the status of our students' academic needs and strengths to develop support to help them improve.

By having certified teachers provide individual tutoring daily, we are excited about the possibility of meeting our students academic needs. Academic enrichment and STEM/ STEAM are key components of the 21st CCLC program. The measures align with the activities that we are providing in the program and are grounded in research linked to improved academic achievement.

The Wabash County YMCA has had a strong track record related to attendance and retention of students as previously stated. We plan to continue to deploy those effective strategies to meet our RAP goals and retain our students throughout the program year.

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

### **Transportation To and From**

Our program is located on-site at the schools. Parents drop their child off if they are attending before care. Students walk from their classroom for after school care in the same building. Middle school students will have transportation provided from the schools to the



Wabash County YMCA. Summer SPARK programming provides transportation to and from home to schools.

To ensure children are released to an authorized adult, parents choose a four digit code to verify an authorized pick up. A list of adults authorized to pick up children is kept on the staff clipboard and staff check IDs as an added safety precaution. Doors remain locked during program hours.

### **Needs of Working Families**

We understand that parents are faced with the difficult task of finding quality child care for their children while they work. Our program is offered during times that parents need a safe place for their children due to work or school commitments. Our program offers a wide variety of quality activities for children. Before and after care provides a boost in academic performance, improves social/emotional behavior, promotes physical health, and provides a safe, structured environment for the children of working parents.

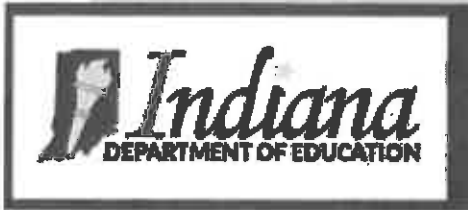
During the school year, before care is offered from 6:30 am until 8:00 am. After care is extended from the school day at 3:00 pm (or school dismissal) until 5:30 pm. Summer SPARK is offered to reduce summer learning loss and quality enrichment with extended before and after care from 7:00 am until 5:30 pm. We strive to meet the needs of parents who must work regardless of the weather. During weather delays, before care remains open to ensure children have care. E-learning days and break care/camps are also offered to families.

### **On-site Safety**

Safety is a top priority for the program. After the before school program, students are able to safely make their way to their respective classrooms since the program serves them at their school site. In addition, students are safely able to make their way to the afterschool program at the end of the day. Parents must sign out their child when they arrive to pick up and drivers licenses are verified. The parent needs to inform the program staff if another guardian will be picking up their child. A four digit pin is assigned to students and needs to be verified for safety precautions if picked up by another guardian.

During programming, the Wabash YMCA program maintains a 1:12 teacher to student ratio. The program observes active supervision so all students are able to be seen at all times. Every teacher and staff member is CPR and first aid certified. In case of emergency, there are emergency phone numbers posted in a specific location at each site, which is covered at staff orientation and training. Emergency evacuation procedures are specific to each site and are





displayed prominently. Fire extinguishers, smoke detectors, and safety drills are specific to each site and are checked/practiced monthly.

In addition to supervision and emergency procedures, there are extensive cleaning and sanitizing procedures that were re-evaluated following the COVID19 outbreak.

### **Hiring Practices**

Staff are required to be 18 years of age or older, possess a high school diploma or GED. Prior experience working with children is preferred and must be able to lift 50 pounds. All staff and volunteers must pass a background check and drug screen prior to working with the children and attend an orientation, First Aid and CPR training, and complete required training through Praesidium and West Bend Academy. CPR will be conducted by the Wabash County YMCA at no cost to staff. Staff will be paid for training when they complete the assessments. The director will maintain staff training records in staff files and schedule ongoing training opportunities.

### **Background Checks**

Background checks and personal information are kept on file in a locked cabinet for confidentiality. Applicants are screened against the National Sex offender database, submit to a drug test, and extensive reference checks are completed.

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

If funding from the IDOE were denied, the students and families in Wabash County would be severely affected. Implementation of program fees, reduced funding for supplies, limited staff training and a wage freeze would devastate the effectiveness of the program.

While the Wabash County YMCA would pursue grant funding to support aspects of the program from Stop Child Abuse and Neglect (SCAN), the Wabash County Community Foundation, Walmart Food Grant, and other grant opportunities, this would not sufficiently meet the needs of the program.

### **Year-one Goal**

Our year-one goal is for each site to become eligible for vouchers as a legal license exempt site under the Child Care and Development Fund (CCDF). We will begin working through the checklists and training for each site to obtain this before year two of the 21st CCLC program. The actions required to achieve this goal include documentation for:

- TB testing
- Fingerprinting
- Increased training in safe sleep practices



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- Implementation of hand-washing standards
- Unscheduled visits

Achieving this goal would allow us to continue programming, but would not allow us to expand to the extent that we could with 21st CCLC funding. The program would have limited participants due to financial limitations.

### **Connection between capacity and time and talents of the staff**

Without 21st CCLC funding, staff recruitment and development would suffer. Parents would be affected financially as we would institute program fees to cover the cost of the program. Budget cuts would be made by freezing staff wages, increasing the staff to child ratio, reducing supply purchases, abandoning curriculum, and reducing staff development/in-service training. The overall quality of the program would suffer and ultimately the children would receive a less enriching and impactful experience.



# 21<sup>ST</sup> CCLC

## APPLICATION CHECKLIST

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