Indiana DEPARTMENT OF EDUCATION

21ST CCLC

NAME OF LEA OR ORGANIZATION	DECATUR COUNTY FAMILY YMCA
ADDRESS	1 YMCA WAY GREENSBURG, IN. 47240
COUNTY	DECATUR
NAME OF CONTACT PERSON	ROB VAN TIL
TITLE	ASSOCIATE EXECUTIVE DIRECTOR
PHONE NUMBER	812-663-9622
EMAIL	ROBV@DCFYMCA.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DIANE HART-DAWSON
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DIANEHD@DCFYMCA.ORG

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
GREENSBURG ELEMENTARY SCHOOL, CORP. #1730	53%	A	20	K-5TH

Name of Site	Street Address	City/County
Greensburg Elementary School	900 N. Big Blue Ave.	Greensburg, In. 47240

TOTAL GRADE LEVEL(S) TO BE SERVED	**K-5 (6)**
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) ***APPLICANTS SHOULD PICK ONE PRIORITY AREA**	**STEM**
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) ***APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS**	**AFTER SCHOOL** **MON-THUR 2:40 P.M.-6:00 P.M.**
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N ***FOR MORE INFO, SEE PAGE 22 OF RFP**	**NO**

ASSURANCES (2.5 POINTS)

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

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

- 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 ny recoupment, penalties or costs that might arise from use of a ended or debarred subcontractor. The applicant shall immediately the State if any subcontractor becomes debarred or suspended, ll, at the State's request, take all steps required by the State to

terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003.
- 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)
- All partners will review and comply with the above assurances.

Decatur County Family YMCA

Applicant Name (LEA or Organization)

Diane Hart-Dawson

Authorized Signature

7/23/2020

Date

Decatur County Family YMCA
Memorandum of Understanding

This Memorandum of Understanding is between the Decatur County Family YMCA (DCFY) and the Indiana Youth Institute (IYI). It is the intent of both parties represented in this memorandum to collaborate and to work in support of the implementation of the 21st Century Community Learning Center Program. The program will be held at the Greensburg Elementary School, subject to funding by the Indiana Department of Education.

The goals of the Decatur County Family YMCA 21st CCLC program are:

- Participants in the 21st Century Community Learning Centers program will demonstrate educational and social benefits and exhibit positive behavioral changes.
- Increasing percentages of students regularly participating in the program will meet or exceed State and local academic achievement standards in reading and mathematics.
- Students participating in the program will show improvements on measures that will include reading and math grades, standardized testing for reading and math, and knowledge of STEM related careers.
- The 21st Century Community Learning Center will offer a range of high quality educational, developmental, and recreational services.
- The Center will establish and maintain partnerships within the community to increase levels of community collaboration.
- The 21st CCLC program will serve children and family members with the greatest needs for expanded learning opportunities.

The goals of this project can only be achieved through the work of a consortium of area service providers working in partnership with the DCFY. Therefore, the Indiana Youth Institute agrees to support the DCFY by:

- Assisting members of the DCFY in creating and measuring the project outcomes.
- Designing data collection tools such as surveys and focus group or interview guides to be used with school and project personnel or participants.
- Collecting qualitative data through site visits, focus groups, or key informant interviews of adults and children as needed during the project.
- Supervising the data collection process, maintaining records of all collected data, and conducting statistical analyses for both formative and summative evaluation reports.
- Preparing formative and summative evaluation reports as stated in the plan.

This memorandum of understanding becomes effective when funding is awarded through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Indiana Youth Institute	Decatur County Family YMCA
Signature	Signature
VP of Organizational Capacity	CEO
Title	Title
8/6/20	8/6/2020
Date	Date

Decatur County Family YMCA
Memorandum of Understanding

This Memorandum of Understanding is between the Decatur County Family YMCA and the Greensburg Community School Corporation (GCSC). It is the intent of both parties represented in this memorandum to collaborate and to work in support of the implementation of the 21st Century Community Learning Center Program. The program will be held at the Greensburg Elementary School, subject to funding by the Indiana Department of Education. The program will operate under this MOU for the duration of the 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years.

The Greensburg Community School Corporation agrees to:

Allow the Decatur County Family YMCA (DCFY) staff to utilize the library, class rooms, cafeteria, and gym for the use of the 21st Century afterschool program.

Help identify and recruit children with academic needs to the program.

Assist with the recruitment and distribution of information about the program to families.

Provide transportation from GES to the YMCA during the 8 weeks of Swim Lessons that are a part of the 21st Century program.

Work with the DCFY in the selection of the best curriculums to use for the program.

A School Representative agrees to be on the advisor counselor board.

Provide information for state evaluation and federal reporting purposes to the DCFY in a timely fashion. This may include but is not limited to report card grades, standardized test scores, school attendance, progress on School Improvement Plan, IEP, teacher surveys per parental consent agreements, surveys of students, parents, and teachers; a comparison of students' grades for the first and fourth quarters; and the collection of state assessment scores.

School teachers will give the DCFY staff a monthly progress report for each participating 21st CCLC student.

Prepare meals for CACFP after school feeding program.

Allow the DCFY to attend monthly staff meetings to discuss the success of the program.

Serve non-public school students and their families, if those students are within the target population of our 21st CCLC Program. If feasible, GCSC will provide transportation from the private schools to Greensburg Elementary School.

The Decatur County Family YMCA Agrees to:

To oversee and run the 21st Century program that was developed with the Greensburg Elementary School personnel.

Offer a range of high quality educational, developmental and recreational services.

Provide out-of-school time snacks and supper meals through the CACFP food program.

Help assist program activities to meet school improvement plan.

Implement the grant as it is written to meet the goals of our program.

Hire quality staff to offer a superior 21st Century program.

Follow the schools safety and transportation guidelines.

This memorandum of understanding becomes effective when funding is awarded through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Greensburg Community School Corp.	Decatur County Family YMCA
Signature	Diane Hart-Dawson Signature
Superintendent Title	CEO Title
6-18-2020 Date	6/19/2020 Date

Decatur County Family YMCA
Memorandum of Understanding

This Memorandum of Understanding is between the Decatur County Family YMCA and Honda Manufacturing of Indiana.

Honda Manufacturing of Indiana agrees to meet with Decatur County Family YMCA annually to discuss providing a STEM activity for the 21st Century Community Learning Center after school program. This MOU is for the school years of 2021-2022 through 2024-2025. The STEM activity will be offered between the hours of 2:50-5:50 pm and will take place at Greensburg Elementary School. This STEM activity will be in-kind.

The Decatur County Family YMCA will make space available for Honda Manufacturing of Indiana to conduct the STEM activity.

Decatur County Family YMCA will provide staff to assist with the STEM activity.

This memorandum of understanding becomes effective when funding is awarded through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Upon 30 days written notice to The Decatur County Family YMCA, Honda Manufacturing of Indiana, LLC may terminate this agreement with or without cause.

Honda Manufacturing of Indiana	Decatur County Family YMCA
Signature	Signature
Capital Equipment & Construction	Associate Exec. Director
Title	Title
07/13/2020	7/13/2020
Date	Date

Decatur County Family YMCA
Memorandum of Understanding

This Memorandum of Understanding is between the Decatur County Family YMCA (DCFY) and Decatur County Memorial Hospital (DCMH).

DCMH dietitian department agrees to provide a Wellness/Nutrition Program (example: Recharge program) for the 21st CCLC program. Session dates/length will be agreed upon yearly at an annual meeting between the two organizations during the Cohort 10 (2021-2024 school years) grant cycle. The program will be offered between the hours of 2:50-5:50 pm.

The DCFY will make space available for DCMH to run the Wellness program.

DCFY will pay for any supplies needed for the program.

DCFY will provide additional staff to assist the hospital with the program.

DCFY will pay the DCMH $163 per class session that is held.

This memorandum of understanding becomes effective when funding is awarded through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Decatur County Memorial Hospital

Signature

President/CEO
Title

8-11-2020
Date

Decatur County Family YMCA

Diane Hart-Dawson
Signature

CEO
Title

8-11-2020
Date

Decatur County Family YMCA
Memorandum of Understanding

This Memorandum of Understanding is between the Decatur County Family YMCA (DCFY) and Purdue Extension of Decatur County.

Purdue Extension of Decatur County agrees to provide a fall and spring session of STEM related programming for the 21st CCLC program during the Cohort 10 grant cycle. A session will last for up to eight weeks meeting once a week for forty –five minutes. The program will be offered between the hours of 2:50-5:50 pm. This program will be in-kind.

The DCFY and Purdue Extension will meet yearly to establish the program to be used in each session.

The DCFY will make space available for Purdue Extension to run the programs agreed upon at the yearly meeting.

DCFY will pay for any supplies needed for the program.

DCFY will provide staff to assist with the program.

This memorandum of understanding becomes effective when funding is awarded through the Indiana Department of Education and when properly authorized signatures of agency representatives are affixed.

Purdue Extension

Amy M. Nierman

Signature

District Director

Title

8/5/20

Date

Ken Sandel

Ken Sandel,
Senior Director Sponsored Programs

Decatur County Family YMCA

Signature

Associate Exec. Director

Title

8/5/2020

Date

Indiana
DEPARTMENT OF EDUCATION

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

Rob Van Til met with **Amy Kuhn** on **07/28/2020** in consultation for participation in a 21st CCLC initiative in **Decatur County**

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

☑ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Amy L. Kuhn
Non-Public School Representative
Good Shepard Christian Academy

Amy L. Kuhn
Signature

Robert Van Til
Applicant Representative

Signature

Indiana DEPARTMENT OF EDUCATION

21st CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

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

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

Rob Van Til met with **Nancy Buening** on **July 2nd, 2020** in consultation for participation in a 21st CCLC initiative in **Greensburg, IN.**

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

☑ Yes, we wish to participate

☐ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Nancy Buening
Non-Public School Representative
St. Mary's Catholic School

Nancy Buening
Signature

Rob Van
Applicant Representative

Rob Van Til
Signature

Indiana DEPARTMENT OF EDUCATION 21ST CCLC

PROJECT ABSTRACT(2.5 POINTS, 2 PAGES MAXIMUM)

The Decatur County Family YMCA (DCFY) is located in Greensburg, Indiana. This rural community is located half way between Indianapolis, IN and Cincinnati, OH. Although this town is small in size with a population of 11,986, it has its fair share of challenges. Greensburg Elementary School, which is the largest elementary school in Decatur County, has more students on Free or reduced lunch than full pay students. There is also a significant achievement gap between socio economic levels within the school.

In the past decade, the DCFY acknowledged these community challenges by administering a 21st Century Learning Center Program at Greensburg Elementary and prior to that, an after school program at local schools through the Afternoons R.O.C.K. in Indiana (R.O.C.K.) program. The focal point of the R.O.C.K. program was to address drug prevention, but other topics included; academic achievement, character education, and obesity. The funding for this 7-9 week after school program was discontinued for 2013, that is when DCFY took the opportunity to offer programming as a 21st Century Community Learning Center and expand on the positive aspects created by the R.O.C.K. program.

Cohort 8 was the DCFY's second grant cycle for 21st CCLC programming and saw many successes. Such as, continued improvement in meeting performance measures and stronger relationships with Greensburg Schools through intentional and formal partnerships. The DCFY proposes to continue to build upon its strong community partnerships to expand a 21st Century Community Learning Center. This learning center has been a success through diverse programming areas, strong community support, and family participation. Students have been

and will continue to be targeted/selected based on academic and socioeconomic need through partnership with the schools that we serve. These students receive services to; improve academic achievement, improve knowledge of STEM and STEM based careers, improve behavior, strengthen family life, and create healthy lifestyle habits.

Our plan going into Cohort 10 is to add 20 K-5 participants to our current program design. The current program is for 50 participants, however during the past year (2019-2020) of Cohort 8 we have demonstrated a need and ability to serve additional students as we were on pace for 72 students to attend at least 45 days of the program before the program was disrupted by COVID-19 related closures.

Evaluation is strongly emphasized with all of our programs and will continue to be an integral part of our 21st CCLC. We have really grown in our relationship with IYI and will continue to use this organization as our future evaluator. The YMCA of the USA (Y) is the largest provider of child-care services across the nation and as such has developed the resources to help all local Y efforts in the area of after-school programming with a tremendous amount of expertise. The DCFY will regularly tap into their experience, documentation, and training in order to continually enhance our offerings along with approaching other resources to utilize best practices.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. The youth served by this 21st CCLC will be students at Greensburg Elementary School, which is a Title 1 school and has the highest free and reduced lunch percentage (53%) of all the schools in Decatur County. Nearly half of the youth attending the school (45%) qualify for free lunch.
2. The partnership between Greensburg Elementary School and Decatur County Family YMCA for afterschool programming began in 2004 with the "Afternoons R.O.C.K. in Indiana" program. When the funding for this program was discontinued, Decatur County Family YMCA was fortunate to be awarded a 21st CCLC grant and we have provided this program for Greensburg Elementary students since 2013. We have been able to continuously build on the foundation of the Afternoons R.O.C.K. in Indiana program to create an even stronger afterschool program for the students while deepening our relationship and partnership with Greensburg Elementary School.
3. The priority area for our 21st CCLC is STEM and we will incorporate STEM activities weekly in our program. Some examples include rocketry, NBA Math Hoops, circuit boards, STEM in the Gym curriculum, cubelets, and various lessons provided by our local Purdue Extension office. In the spring semester, each student will choose a STEM career they are interested in, research it, and create a project board to display their findings. They will also present their projects and their future STEM career to their families at our spring family night.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The Decatur County Family YMCA (DCFY) is a non-profit agency and is submitting this application jointly with Greensburg Community Schools. This proposed project will take place at Greensburg Elementary School, which is a local Title 1 school and has the highest free and reduced lunch percentage (53%) of all the schools in our county. Nearly half of youth attending this school (45%) are eligible for free lunch. This district has received several RLIS (rural low income school) grants.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

Our county faces numerous challenges which include; poverty, lack of on-site after school programming, high levels of drug abuse, bullying, and a gap in academic achievement among different socio-economic levels.

Demographics- Greensburg Elementary is not extremely diverse in regards to race/ethnicity. 92% of the students are White, 3.9% are Hispanic, 2.9% described as Multiracial, .5% are African American, .5% Asian, and .2% Native American. Due to the homogenous nature of the student demographics it is vital that students are able to receive even more experiences in other ethnicities than the school provides through the afterschool programming that is intentional about introducing students to other ways of life.

Poverty – 15.4% of our children live in poverty in our county, which has been decreasing in our county, prior to COVID-19. As stated previously, nearly half (45%) of all Greensburg Elementary students are on free meals and an additional 8% are on reduced price meals. 56.4%

of students at Greensburg Elementary are considered "Economically Disadvantaged" according to the IDOE. The unemployment rate for Decatur County was at 2.8% in March of 2020 prior to the effects of COVID-19, however as of June 2020 that rate was 10.8% and where the final rate will be when everything settles is hard to gauge.

Bullying – The city of Greensburg and Greensburg Community Schools received a lot of negative attention in the past due to a suicide of a Greensburg student, whose mother claimed in a lawsuit that her son was bullied at school. The school continues to make bullying prevention a priority and this 21st CCLC program can assist in addressing this important community need. According to bullyingstatistics.org, 77% of school age youth have reported being a victim of one type of bullying or another.

Gap in academic achievement based on income – Greensburg Elementary is generally on track in regards to student performance and achievement. The overall student body met or exceeded State averages in proficiency for English/Language Arts, Mathematics, Science, Social Studies, and Reading. However, there is a significant disparity between those who are Economically Disadvantaged and the students who are not living under those circumstances. Below is a chart comparing student's proficiency in those areas. According to the IDOE, where these statistics were compiled, student proficiency measures whether students met or exceeded grade-level standards and expectations based on result from ILEARN testing.

	GES	GES (Economically Disadvantaged)	State Average
English/Language Arts	57.6%	45.7%	48.9%
Math	58.6%	47%	48.7%
Science	63.6%	52.2%	47.4%
Social Studies	59.9%	44.6%	46%
Reading	95.9%	94.5%	87.3%

74.6% of students in the 21st CCLC program are on free or reduced lunch and considered economically disadvantaged. With the addition of the new participants, the objective is to decrease the academic achievement gap between disadvantaged children and the rest of the school's population.

Gap in attendance based on income- Greensburg Elementary has a history of good attendance numbers. However, there is a gap in attendance that is based on socioeconomics. The following is a chart representing those figures. The numbers indicate that economically challenged students do not perform as well as those not experiencing those situations at GES. There is about a 6% gap in Model Attendees compared to the overall number at GES. Economically disadvantaged students are also lagging behind state averages in both Model and Persistent Attendee percentages. The positive as indicated in the chart is that 32.5% of low income students improved their attendance from the previous year. However, work is still needed to

address the disparities. This growth can most likely be partially attributed to the current program as there has been improvement since the programs inception.

GES Attendance Measures 2018/2019	GES	GES (Economically Disadvantaged)	State Average
Model Attendees	66.9%	60.8%	65.3%
Persistent Attendees	51%	57.9%	61.9%
Improved Attendees	30%	32.5%	18.3%
Chronic Absentees	6%	7.8%	13.7%

2 and 3. On-site after school programming/Expansion or Enhancement – Greensburg Elementary School has 946 students and outside of the current YMCA 21st CCLC program, limited after school program options are available at the school with all of them being seasonal, short (2 hrs. or less), grade specific or weekly/monthly programs. Many students go home to be unsupervised or be supervised by older siblings. At Greensburg Elementary school, the majority of students live in single parent, grandparent, or guardian households.

School name/Grade levels served	Current programs (services, time, days, # students)	Expansion/enhancement programs
Greensburg Elementary Grades 4-5	The Science Club meets 16 times throughout the school year and has 28 participants. Students must be in 4th or 5th grades and must apply to be part of this group and many are turned away following the selection process. This group meets from 3:00-4:30. They participate in different types of interactive science activities	Science Club members will have another opportunity to participate in other STEM programs that include robotics and a math curriculum through the 21st program.
Greensburg Elementary Grades 3-5	Girls on the Run – Running program for girls in grades 3-5 that also emphasizes healthy relationships. This program is for 30 girls who meet 2 times per week for 1 hour for a 2-month period in fall and in the spring. There is a fee for this program, but based on sliding scale	Healthy relationships, character education, and healthy living topics will be re-emphasized with these girls and also offered to boys and different girls through the 21st program.
Greensburg Elementary Grades 1-5	Youth Basketball is offered to around 100 students in grades 1-5. The program meets 2 times a week (one week night and Saturday morning) for an hour over a 2 month period. There is a fee for this program.	Skills & fundamentals will be taught for numerous sports as a part of the recreation component for our 21st program.

Greensburg Elementary Grades 3-5	Archery Club is offered to students in grades 3-5. Club has tryouts and many do not make the "team". Meets after school 2 times a week for 1 hour for 3- 4 months.	Many outdoor skills will be taught in a variety of ways including field trips to camps.
Greensburg Elementary St. Mary's Elementary Good Shepard Elementary Grades K-5	21st CCLC Mondays – Thursdays 2:45pm – 5:45pm Anticipate 100 - 125 students Also provide full day programming over Fall and Spring Breaks	The 21st program will allow for an everyday program that is open to both genders and will introduce new programming (tutoring, drug prevention, nutrition, STEM etc.) and expand on what students are currently offered in after school programming. With the addition of 20 students, the program will be able to further assist in the positive development of youth. In 2019, 79 students were on pace to be RAP's which was possible due to the total amount of the grant.

4. The needs and services were identified in our community through several different outlets in the fall of 2012, which included the following; research, retreats, presentations, and meetings. Each year the board of directors and staff of our Y hold a retreat for the purpose of identifying community needs. Some of our Board Members included; the Director of Curriculum

for the Greensburg School Corporation, the CEO of Decatur County Memorial Hospital, a former School District Superintendent, a past Indiana State Senator, the Senior Vice President of Honda Manufacturing of Indiana, and other local business owners and parents.

After this retreat and identification of needs, we approached the Administrative team at Greensburg Elementary School to get their input on needs in the community and to discuss the services that are already being provided. This team included; Rock Linville-Principal, Ed Daihl-Assistant Principal, Tammy Williams-Director of Curriculum, Lauren DeWees-Guidance Counselor and Kim Sebo- the school's Literacy Specialist. As a result of the previous 2 meetings, an Advisory Board was formed and was assigned with gathering the initial information, stats, and research to apply for a Cohort 6 21stCCLC grant. And as a result of that work, we were awarded said grant.

The DCFY has continued to keep this Advisory Board very involved to provide ongoing support and evaluation of the program. This Advisory Board has been assigned to do research on potential programs and to help by observing the program, and assisting with INQPSA surveys. The Advisory Board meets bi monthly. 21st CCLC parents and staff are always represented on this Advisory Board. Current members of this Board are;

Diane Hart-Dawson	CEO for the DCFY
Rob Van Til	Associate Executive Director of the DCFY
Amy Klene	21st Century Program Director
Mary Beth Meyer	Intermediate Principal at GES and parent of participant
Kim Sebo	Literacy Coach Greensburg Elementary School
Elizabeth Lecher	Attorney
Jennifer McCalvin	HR Specialist
Lori Hunter	Retired Social Worker

In addition, Diane-Hart Dawson, DCFY CEO is on the Decatur County Memorial Hospital's informant list for their Community Health Needs Assesment which was last completed in 2019. The assessment is used in forming strategies around the recreation programming executed by the 21st CCLC. Diane is involved in the process of their development of the assessment.

Students are engaged in the identification of needs through our surveys within the 21st Century program as well as surveys run through all other YMCA programming. Through continued conversations with the school officials and the annual surveys (student, parent, and teachers), it is evident that this program is still needed. We feel we have enjoyed some success, but realize there is much more that can be done going forward, specifically by expanding the number of students being served and adding the additional SEL and STEM learning curriculums as found in this application.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Our 21st CCLC utilizes several collaborations on the local, state, and federal levels. Contributions from these collaborations include monetary, facilities, staff development, and in-kind services. We receive funding from the USDA Child and Adult Care Food Program (CACFP) and this enables us to serve a complete and nutritious meal to all of our students every day. Greensburg Elementary School provides the kitchen, refrigeration, and storage space and preps the food for us, which makes it easier for us to get the meals ready to serve.

2. We have MOU's (see attached) with Indiana Youth Institute (IYI), Greensburg Elementary School, Honda Manufacturing of Indiana, Purdue Extension Office, and Decatur County Memorial Hospital. These partners were identified through previous programming needs and were consulted during the application process regarding their specific contribution to our afterschool program. IYI will be providing evaluation services for us as they did for our Cohort 8 program. Honda Manufacturing of Indiana, Purdue Extension Office, and Decatur County Memorial Hospital be providing a variety of enrichment programming, including STEM Programming, for us as well as speakers for our STEM career project. In addition, Purdue Extension Office will be facilitating a Diversity and Inclusion training for our staff. One of our strongest partnerships has been with Greensburg Elementary School and we have collaborated with them since 2004 for afterschool programming. They provide the facility for us and are an integral part of recruiting both students and tutors for our program. Greensburg Elementary School is a vested partner and contributor to our 21st CCLC program.
3. Due to Covid-19 we do not have any volunteers committed to assisting with our program. In the event that changes, we will order a background check and secure a signed MOU for each volunteer.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. **Recruitment Criteria-** The recruitment plan for our program is designed around using the school staff as our best resource. Students are referred to our program by their

teachers or administrators. The program begins approximately 3 weeks into the school year in order to give teachers the time to assess who may need our services. Program staff attend teacher meetings in order to discuss the program and encourage teachers to refer those who may be struggling either academically, socially, or economically. YMCA staff attend student orientation, as well as other events that are held prior to school in order to promote the program and answer questions. The YMCA hosts the annual "Back to School Bash" where backpacks and coats are given out to disadvantaged students. Registration forms and marketing materials are handed out during that event as well.

Once applications are turned in, they are prioritized by category. Teacher referrals receive first priority. Past participants are then accepted, then siblings of past participants, and finally the other applicants. This past year, this model enabled us to serve 79 students for more than 30 days, of those 79 students 75% of them were eligible for free or reduced lunch.

2. **Community Data-**

While assessing Decatur County's community needs, one area that presents an opportunity for growth in out of school programming is the need for a safe place for children to be when school is out of session. Despite a child poverty rate of 15.4%, which is below the state rate of 18.0%, Decatur County has considerable issues in regards to child abuse and neglect. In 2018 Decatur county was 7th in the state in Child Abuse and Neglect Rate per 1,000 Children under age 18, according to the Indiana Youth Institutes

Kids Count Data Book. The 38.4 per thousand children was more than double the State average rate of 17.2.

Decatur County was even weaker in regards to Children in Need of Services (CHINS) per 1,000 Children under 18 with a 45.7 per thousand rating. According to the IYI's Data Book, that ranked 5th in the State and was also more than double the state average of 21.8. Children are declared to be CHINS cases when they are seriously impaired or endangered by abuse or neglect and the parents can't or won't take steps to fix problems on their own. According to an article in the Greensburg Daily News, as recently as 2014, that number was only 12.3.

The most common form (85.3%) of maltreatment statewide is neglect. Keeping students in afterschool programming will provide additional time where a child will have their needs met socially, emotionally, and physically. In the most recent Evaluation of the DCFY afterschool program the students were asked about their feelings in regards to the staff. The students' measure for feeling cared for by the 21st CCLC

Staff was averaged at a 4.8 out of a max score of 5. This points to children feeling secure in the program.

3. There are many great things that students can learn in school and in after school programs, but they do not compare to the opportunities of learning that can be done through families. Parents are their child's first teacher and play a vital role in the child's academic achievement and also their overall health. We will have several family nights to get parents and families involved with the program and it will be explained to the

parents and families during the registration process that they are required to attend at least two family nights during the school year. The family nights will have an educational and recreational component and will take place at the school. Each family night will have a theme and corresponding speakers and/or activities. We will utilize our strong community partnerships to give participating families a comprehensive program that will in turn create an environment at home that is more conducive to learning. We will also make the commitment to pass along any other opportunities for families to participate in educational opportunities that arise within the community, even if we are not the sponsoring agency.

4. The Decatur County Family YMCA is currently an approved Sponsor for CACFP and SFSP federal programs. We follow all guidelines set forth through these agencies and serve USDA approved meals to our participants. At the 21st CCLC, our meals are prepared by the Greensburg Elementary Cafeteria staff and then the meals are served by the Decatur County Family YMCA staff. A nutritious and healthy meal will be provided each day that the participants are present. All participants will be served in the Greensburg Elementary Cafeteria. On scheduled school breaks, the Decatur County Family YMCA will provide a nutritious breakfast, lunch and afternoon snack that will meet all federal standards and guidelines.

5.

Daily Schedule

Time	Sept - Oct	Nov-Dec	Jan-Feb	Mar-Apr
2:40 - 3:00	Attendance Growth Mindset Journal	Attendance Growth Mindset Journal	Attendance Growth Mindset Journal	Attendance Growth Mindset Journal
3:00 - 3:30	Physical Recreation Activity	Physical Recretion Activity	Physical Recreation Activity	Physical Recreation Activity
3:30 - 4:00	Cafeteria- meal served	Cafeteria - meal served	Cafeteria - meal served	Cafeteria - meal served
4:00 - 4:50	Homework Help Reading: Epic, Study Island, Reading Express Math: IXL	Homework Help Reading: Epic, Study Island, Reading Express Math: IXL	Homework Help Reading: Epic, Study Island, Reading Express Math: IXL	Homework Help Reading: Epic, Study Island, Reading Express Math: IXL
5:00 - 5:45	Enrichment Activity Swimming Lessons Purdue Extension Programs	Enrichment Activity Music Stem in the Gym NBA math hoops Chess King	Enrichment Activity Pottery Discovery Factory	Enrichment Activity Rocketry Stem Careers

Weekly Schedule:

Hours and Weeks of 21st CCLC Program Operation for Students and Families

	School Year - Hours per day			
	Week day Before School	Week day After School	Weekend Days	Evening
Hours with Students	0	3	0	0
Hours with Family Members	0	0	10	2.5
Number of days per week	0	4	1	1
Number of weeks	0	29.5	1**	4***
Total Program Hours	0	354*	10	13.5

**Does not include all day programming during out of school week days*

***Family Field trip one time per year*

****Family Nights that will have an educational and recreational component*

6. We utilize the Top Ten Quality Standards for out-of-school learning as the basis for our IN-QPSA assessment. These standards, along with the Indiana Academic Standards, are the tools that guide our decisions when planning and implementing our daily activities. We communicate with the administrative staff as well as with the teachers on a regular basis to ensure that our tutors are reinforcing classroom activities and assignments that are all geared towards the Indiana Academic Standards. Our enrichment activities are STEM focused and Indiana Academic Standards are referenced when planning and implementing those activities as well. In addition, our staff training is centered on the Indiana Afterschool Standards and our Site Director and Site Coordinator both have responsibilities to ensure these are adhered to on a daily basis. Finally, many of our tutors are licensed teachers that work in the grade level they are tutoring and have experience with Indiana Academic Standards.
7. Providing a strong and satisfied staff will be the cornerstone of our program. Our current recruitment strategies allow us to provide students with high quality staff that are able to meet the participant's needs and our ongoing retention strategies will enable us to provide those staff with a quality experience that also allows them to use their talents effectively.

Recruitment: Recruitment strategies differ based on the positions within the program. The positions hired for include the following: Program Director, Site Coordinator, Assistant Site Coordinator, Counselors, and Tutors. All positions available within the program will be posted on the YMCA's website and all YMCA social media outlets to help capture a wide range of demographics interested in the position. All positions will also be advertised through the local

newspaper to broaden the demographics of those applying. Each position will be advertised using free or paid job postings on hiring websites. Full time positions that are available (Program Director, Site Coordinator) will also be shared via the YMCA national website to include a broad spectrum of potential applicants.

While these broad strategies can be used with all positions some positions will require additional avenues of recruitment. All counselor positions will be shared with the Guidance Counselor at Greensburg Community High School. The job will then be shared amongst high school students eligible to work within the program, or who have indicated interest in working with children upon graduation. Some counselors within the current programs scope have been high school students and recruiting through the school has been a huge success in finding potential employees that are familiar with IXL Math, Study Island, and other current academic programs.

Engaging potential Tutors for the program also requires additional strategies. YMCA staff leaders participate in staff meetings at Greensburg elementary and teachers are recruited for tutoring positions through those meetings. Tutoring positions are also shared through staff newsletters amongst the faculty. Deepening the partnership with the school through marketing of these positions has helped cultivate a stronger staff team by getting more, better qualified tutors.

Retention: The DCFY acknowledges that employee retention is a vital aspect of a strong program. Strong retention results can be achieved through a couple of vital areas. The first is providing staff with opportunities for professional development. The attached professional development plan outlines several trainings for front line staff, as well as the Site Coordinator

that will help to grow their skills. Included in that plan are 3 separate STEM related trainings that align STEM activities to school standards, create confidence in leading STEM activities, and create stronger STEM programs. Also, included in that plan are trainings on Diversity and inclusion, abuse prevention, and family engagement. Each of these trainings have multiple levels of staff completing the trainings. Giving front line staff an opportunity to become well versed in this field will lead to positive retention outcomes as they feel a sense of pride in strengthening their skills.

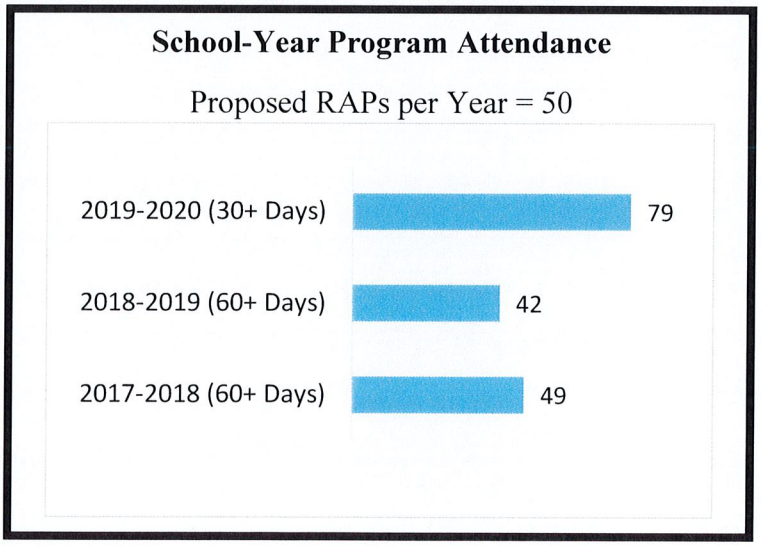
The second important area for retention is based around relevant and competitive wages. As shown in our staffing chart our plan is to use this grant to add an Assistant Site Coordinator position that creates another pay scale level between positions. In order to improve our retention of the best employees we've created this next level position for someone who shows the skills and abilities to take on an increased role within the program. Most of the front line staff are paid $8.00 as is necessary to have the coverage needed and stay within grant parameters. However, adding the secondary position that has a pay scale of $10-$14 an hour creates a more fiscally beneficial position for those who show the ability to handle greater responsibilities.

Tutors in the program are paid $20/hour if they are a certified teacher. In order to retain more teachers the homework help time of the daily schedule is the same for all grades in order to make it convenient for teachers to conclude their work for their classroom before coming to the program and not having to be at the school past 5:00 p.m. This strategy has allowed us to increase the number of tutors within our current program by almost double in two years.

Finally, with the addition of this grant we are going to be moving a position that was once a position that focused on multiple areas of the Y, to a full time position whose only focus is the 21st Century Program. As indicated in the staffing chart, our Site Coordinator position will be 100% dedicated to this program. Decreasing responsibilities will lead to staff retention due to decreased work load and help the 21st CCLC to reach its goals for both grants. **(Org. Chart attached)**

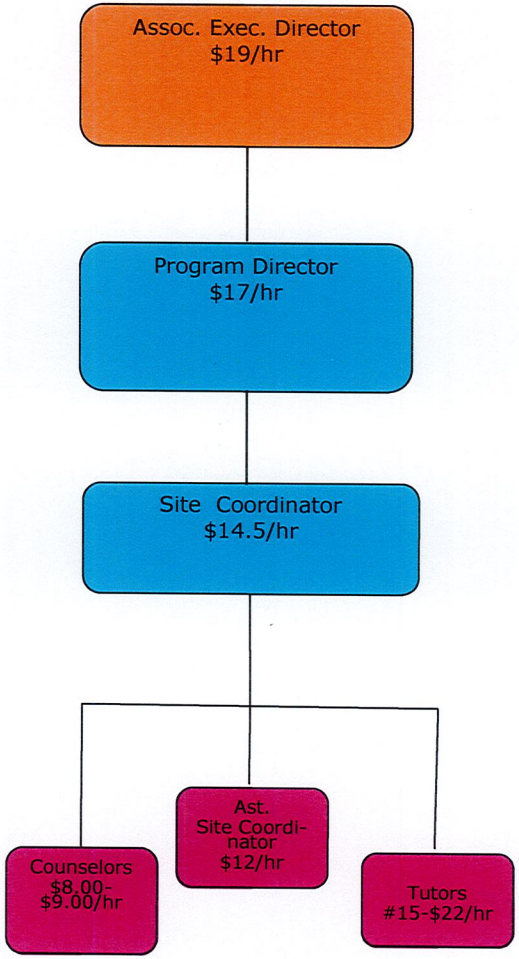
EVIDENCE OF PREVIOUS SUCCESS(7.5 POINTS; 5 PAGES MAXIMUM)

Decatur County Family YMCA has been providing successful afterschool programming at Greensburg Elementary School for 16 consecutive years, beginning in 2004 with the Afternoons R.O.C.K. in Indiana program. We became a 21st CCLC site in 2013 and we are entering our eighth year of administering that program. We have seen steady and continual growth in meeting our performance measures as well as in student retention. In our annual evaluation report for the 2019-20 school year, our evaluator states: "Decatur County Family YMCA retained 79 students for at least 30 days, up from 63 students from the 2018-19 school year. Of significance, the Decatur County Family YMCA 21st CCLC afterschool program exceeded its targeted enrollment goal of 50 regularly participating attending 60 or more days".



DECATUR COUNTY FAMILY YMCA

21st CCLC Organizational Chart



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
85%	70%	of Kindergarten 21st CCLC regular participants will earn a reading grade of S or better in spring semester
85%	70%	of Kindergarten 21st CCLC regular participants will earn a math grade of S or better in spring semester.
94%	70%	of 1st to 5th grade 21st CCLC regular participants will maintain or increase their reading grade to a C or better or improve their grade from fall to spring semester.
88%	70%	of the 1st to 5th grade 21st CCLC regular participants will maintain or better their math grade to a C or better or improve their from fall to spring.
100%	70%	of 21st CCLC regular participants will improve their RIT Score on the ELA portion of the NWEA from fall to spring semesters.
100%	70%	of 21st CCLC regular participants will their RIT Score on the Math portion of the NWEA from fall to spring semesters.
79%	75%	of the 21st CCLC regular participants did not need to improve or will show academic performance over the course of the school year.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
93%	80%	of the regular 21st CCLC participants will report feeling positive about their community and school.
64%	80%	of 21st CCLC regular participants will report an increase in knowledge about STEM related Careers.

Family Engagement Outcomes

Outcome	Target	Performance Measure
63%	70%	Of the parents or regular participants who attend the STEM career field trip will have a conversation with their student about what they learned as evidenced by a returned questionnaire.
85%	85%	of the parents of the regular 21st CCLC participants will attend teacher – parent conference.

Since the 2019-20 school year ended early due to the COVID-19 pandemic, academic performance measures could not be accurately assessed. However, our evaluation report for 2019-20 states the following for academic success: "The SY 2019-20 academic performance outcome trends for the letter grade measurements were outstanding. Almost 87% of the kindergartners received a passing grade in reading for the third quarter. One hundred percent (100%) of these students maintained a passing grade in Math. Slightly over 93% of the first through fifth- grade regular participants achieved a C or better in reading for the third quarter grading period. Over 98% of the first through fifth-grade students achieved a grade C or better in Math the third quarter of this school year. All of these measurements were on track to exceed the target goal of 70%. As for the national assessment measurements for reading and math, we reviewed the mid-year scores. Seventy-six percent (76%) of all regular participants improved their percentile score for the Math portion of the NWEA assessment mid-year. Ninety-eight percent (98%) of the K-2nd grade students improved their TRC score between the start of school and mid-year. These measurements exceeded the targeted measurement of 70% improvement in reading scores. Fifty-seven percent (57%) of 3rd – 5th grade students improved their reading score from the beginning of school and mid-year, falling short of the target goal of 70% improvement rate. However these students may have been able to improve their scores had they continued with regular school. Sixty percent (60%) of the teachers reported that their 21st CCLC student did not need to improve their behavior (19%) or saw academic behavior improve (41%). This score fell short of the targeted measurement of 75%. However, when asked if they thought their student benefited from participating in the afterschool program, 71% of the teachers

indicated YES. Clearly the majority of the teachers believed this program was beneficial to their students. While there can be no official assessment of the grade improvement between the Fall and the Spring grading period, the interim results between 1st and 3rd grading period suggests that every individual grade and the collective regular participants' GPA exceeded the performance measurement target. While no statistical correlation can be claimed between these good grades and the daily homework session, anecdotally staff, teachers, parents and students believed this focused academic time was helpful. Perhaps the best testimonial for the helpfulness of homework time came from the students themselves. Of the 31 students who returned the participant survey, 25 of them (80%) answered "Yes" to the question, "Do you think you have improved in school this year because you attended this after-school program".

The Decatur County Family YMCA 21st CCLC received a monitoring visit from Indiana Department of Education on 9-25-18. Comments on the report are: "The visit was positive in the observed interactions between students and staff. The academic opportunities available to students are readily evident. Decatur County YMCA is to be congratulated for building strong relationships with students and their families by creating relevant engagement activities that feed families and give opportunities for parents/guardians to connect with local resources". The report also lists the following monitoring highlights: "During the monitoring visit, positive and healthy relationships were observed between students and staff and also between students. The Site Coordinator has developed a program that is organized and runs smoothly. Students expressed that they had strong connections with afterschool staff, appreciated the homework

help, and enjoyed the enrichment activities provided afterschool". The monitoring report states that no corrective action is required.

One of the main components of the success of our program has been investing in the professional development of our staff at all levels. This enables us to conduct a safe, consistent, and well-organized program and is a big factor in retention of staff and students. Our professional development plans for the past two years are summarized below:

2018-19

The Power of Play and Group Management Techniques – facilitated by Playworks

Peace Building, Conflict Resolution, Peer Meditation, Team Building – facilitated by the Peace Learning Center

Growth Minded Leadership – facilitated by CEYD

21st CCLC Multi-State Conference – facilitated by IDOE

2018-19 and 2019-20

CPR/AED/1st Aid – facilitated by American Red Cross

Indiana Summit on Out of School Learning – facilitated by Indiana Afterschool Network

Kids Count Conference – facilitated by Indiana Youth Institute

Engaging with Youth Ages 5-9 – facilitated by YMCA of the USA

2019-20

Mental Health First Aid – facilitated by One Community One Family

CYC Certification, renewal – facilitated by various organizations

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1.)

The following curriculum will be used to help students meet state and local academic achievement standards. Curriculums already being offered during the school day will be reinforced through our 21st CCLC.

Curriculum for Different Program Areas

Need Addressed	Curriculum	Research Based or Current Curriculum
Academic Achievement	Epic/IXL	Research Based and current school Curriculum, Everyday
Social Emotional Learning	Growth Mindset Journal	Research Based, Everyday
Stem and Academic Achievement	Stem in the Gym	Research Based, 1 time per week
Stem And Academic Achievement	Discovery Factory	Research Based, 4 weeks, 1 time per week
Stem and Academic Achievement	Purdue Ext Program	Research Based and a signature program through 4H, 8 weeks, 1 time per week
Stem and Academic Achievement	NBA Math Hoops	Research Based, 12 weeks, 1 time per week
Bullying	Olweus	Research based. Implemented once a week in school 2 times per week at the 21st program.

2) **TABLE ATTACHED**

Program Implementation: Goals, Objectives, Performance Measures, Activites and Assessment

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1.) Improve academic achievement	Increase reading comprehension achievement among regular participants	1.a) Tutoring-specific reading comprehension based on NWEA activity curriculum (average 30 minutes per week	1.1.1) 70% of 21st CCLC regular participants will improve their proficiency level (NWEA) from fall to spring each year, 2% increase each year (72% in 2022, 74% in 2023, 76% in 2024, 78% in 2025)	1.1.a) NWEA scores - fall and spring
		1.b) Math tutoring activites including IXL curriculum	1.1.2) 70% of 21st CCLC regular participants will improve their reading scores(NWEA)from fall to spring in each year, 2% increase each year (72% in 2022 74% in 2023 76% in 2024, 78% 2025	1.1.b) NEWA scores - fall and spring
		1.c) Academic enrichment learning activites		1.1.c) Report card grades
			1.1.3) 70% of 21st CCLC regular participants will maintain or improve grades from fall to spring each year	
	1.2) increase mathematics achievement among regular participants		1.2.1) 70% of 21st CCLC regular participants will be performing at proficiency level (NWEA) in mathematics by spring 2022, 2% increase each year(72% in 2022, 74% 2023, 76% 2024, 78% 2025)	1.2.a) NWEA scores - fall and spring
			1.2.2) 70% of 21st CCLC regular participants will improve their math scores (IXL) from fall to spring in each year. 2% increase each year (72% in 2022, 74% in 2023, 76% in 2024, 78% in 2025)	1.2.b) IXL scores - fall and spring
			1.2.3) 70% of 21st CCLC regular participants will maintain or improve grades from fall to spring each year	1.2.c) Report Card Grades

2.) Improve social and behavior skills	2.1) Increase student engagement for regular participants	2.a) YMCA Leadership activities	2.1.1) 50 regular 21st CCLC participants will attend the after school program at least 50 days or more in each year with an increase of 2 each year (52 in 2022, 54 in 2023, 56 in 2024, 58 in 2025)	2.1.a)Student pre/post survey
				2.1.b) Student focus groups
	2.2) Increase understanding of non-bullying behaviors among regular participants	2.b) YMCA teamwork activities		2.1.c) Program records
			2.2.1) 80% of 21st CCLC regular attendees will report feeling more positive about community and school	2.2.a) Student pre/post survey
	2.3) Improve school attendance for regular participants	2.c) Olweus bullying prevention program activities		2.2.b) Student focus groups
				2.3.a) Required teacher survey 2.3.b) Staff interviews
3.) Improve Family Involvement	3.1) Increase parent engagement	3.a) Orientation for parents of participants	3.1.1) 85% of regular 21st CCLC participant will attend parent teacher conference	3.1) Program records
	3.2)Improve communication between the school and parents	3.b) 4 Family Nights (incorporating activities from Families and Schools Together curriculum)	3.2.1) 70% of regular 21st CCLC participants will have parents/guardians attend at least 2 family events each year	3.2) Parent Survey
			3.2.2) 70% of parents will have a conversation with the regular 21st CCLC participants about the stem field trips	
4.) Increase education in Stem Fields	4.1) Increase positive attitudes toward STEM subjects	4.1.a) Stem in the gym, Discovery Factory	4.1.1) 80% of regular 21st CCLC participants will report an increase in interest in science and technology	4.1.a) Students pre/post survey 4.1.b) Stem in the gym and discovery factory pre/post surveys
	4.2) Increase STEM knowledge and skills	4.2.a) Purdue 4-H extension programs	4.2.1) 80% of regular 21st CCLC participants will report an increase in STEM knowledge and practical skills	4.2)Purdue 4-H extension program pre/post survey
	4.3) Increase awareness of STEM Careers	4.3.a) STEM careers nite	4.3.1) 80% of regular 21st CCLC participants will report an increase in knowledge about STEM related careers	4.3) Student pre/post survey

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1) Communication is always a key component to any successful program and the 21st CCLC is no exception to this rule. While we have a very good working relationship with Greensburg Elementary School, which is a direct result of good communication, we will continue to work every day to further strengthen this connection.

A) Specifically, we will stay in close contact with the school principals and administrative staff through emails, phone calls, and in-person meetings. There is at least one staff person that goes to the school office each day the afterschool program is in session to report our attendance and to receive any updates or notifications from the administration. We also attend monthly school staff meetings to communicate any specific program needs and to make ourselves available to address any questions that teachers or administrators may have in regards to our program.

B) Communication with school-day staff is accomplished through emails, in-person meetings, and during school staff meetings. We routinely ask the school-day staff to communicate any specific academic needs for students in our program so we can reinforce classroom instruction and provide the student with as much support as possible. Greensburg Elementary School has a Literacy Coach on staff that also serves as a tutor in our program as well as a liaison for us with the school. This person collects academic data including grades, standardized test scores, and classroom progress for the students in our program. This data is utilized for statewide evaluation

data, and to set individual academic goals for our students. This ensures that our out-of-school time efforts are in alignment with, and supportive of, the in-school time.

C) Communication with community stakeholders is primarily done in person and occasionally by phone and email. During our Annual Campaign, for example, in-person meetings are scheduled to discuss all of the programs that the YMCA offers. When discussing the 21st CCLC program specifically, it is relayed that this program is for at-risk youth in grades K-5; it takes place at Greensburg Elementary School; and there is no cost for the participants.

The results of the 21st Century program are shared annually at our annual meeting as well as in our annual report. Occasionally a parent speaker will share about the program at board meetings or at the Advisory Board meetings. The yearly Evaluation is shared with the Principals at GES, as well as the Superintendent. Our Advisory Board also receives the evaluation from IYI. During the next grant cycle we are working with the Superintendent to be able to present the evaluation at a School Board meeting. In addition, stakeholders have been invited and come out to see the program at work in order to showcase the great things that are happening.

D) Communication to families of our participants is conveyed through emails, phone calls, text messages, flyers, in-person meetings, and family nights. Each family also receives a handbook that includes detailed information about the program as well as contact information for the Program Directors and Coordinators. In the event of inclement weather or other emergency situation, notifications will also be posted on our website, announced by the local radio station, and sent through the Remind App as well as text messages.

2) Decatur County Family YMCA will continue to refer to this afterschool program as a 21st CCLC and will include the 21st CCLC logo and terminology on all of our marketing and program materials.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1) **Professional Development Plan – attached**

2) Professional development is critical to building and maintaining a quality afterschool program. We will assess the professional development needs of our various staff members primarily through three sources: our annual evaluation provided by our evaluator; the IN-QPSA, and our annual performance reviews. We will then address those needs in our annual professional development plan.

3) All directors, coordinators, and front line staff will receive training in Child Abuse Prevention and Awareness, Diversity and Inclusion, Family Engagement, and CPR, AED, First Aid. In addition, our directors and coordinators will attend conferences, workshops, and trainings to enhance or develop leadership skills, best practices, and supervision. We will also have directors and coordinators attend trainings or participate in webinars that are specific to STEM programming in the afterschool setting. Knowledge gained from these experiences will be shared with front line staff to ensure proper implementation of the STEM activity.

4). The consistency in program delivery that will result from the professional development opportunities will greatly enhance the quality of our afterschool program because it will create a safe environment for the students while they are having fun and learning at the same time. This will help us achieve our academic and behavioral objectives because students thrive in an

IDOE 21st CCLC Program Professional Development Plan

Program Name	Decatur County Family YMCA
Program Director	Rob Van Til

Professional Development Planning Process Reflection

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

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

IDOE 21st CCLC Program Professional Development Plan

Program Name	Decatur County Family YMCA
Program Director	Rob Van Til
Dates of Implementation	July 1, 2021—July 31, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Multi-State Conference	Indiana Department of Education	Become informed of updates and/or changes in 21st regulations. Learn strategies to develop front line staff	Stronger program More confident front line staff	1 Site Coordinator	20	375.00	21st CCLC	Oct	Developmental Practice Methods
Kids Count Conference	Indiana Youth Institute	Gain knowledge in behaviour management and family engagement	Decrease in undesired behaviour and increase in family engagement	1 Site Coordinator	16	180.00	21st CCLC	Dec	Developmental Practice Methods

IDOE 21st CCLC Program Professional Development Plan

Kids Count Conference Leadership Institute	Indiana Youth Institute	Develop leadership skills for new Site Coordinator	Consistency in leading and supervising front line staff	1 Assistant Site Coordinator	8	140.00	21st CCLC	Dec	Professionalism
Mental Health First Aid	One Community One Family	Increase understanding of youth in trauma	Improved strategies in assisting youth in trauma situations	1 Site Coordinator 1 Assistant Site Coordinator	8	135.00	21st CCLC	Aug	Applied Human Development
CPR/AED/1st Aid	American Red Cross	Staff become certified in CPR, AED, 1st Aid	Create a safer environment for the students	1 Site Coordinator 1 Front Line Staff	4	130.00	21st CCLC	As Needed	Developmental Practice Methods
Engaging With Youth Ages 5-9	YMCA of the USA	Gain knowledge of developmental standards of youth	Improvement in students' behaviour and academics	1 Site Coordinator 1 Assistant Site Coordinator	2	40.00	21st CCLC	Aug	Applied Human Development
Introduction to STEM	You For Youth	Increase knowledge of STEM programming and STEM resources	Stronger STEM programming	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	2	No Cost	N/A	Aug	Developmental Practice Methods

IDOE 21st CCLC Program Professional Development Plan

Implementation Strategies (STEM)	You for Youth	Identify strategies to connect STEM to the school day	Increase alignment of STEM activities with school standards	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	1	No Cost	N/A	Aug	Developmental Practice Methods
Coaching My Staff (STEM)	You for Youth	Increase knowledge of resources for staff development on STEM	Staff are more confident leading STEM activities	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator	1	No Cost	N/A	Aug	Professionalism
Understanding and Responding to Incidents of Bias	National Afterschool Alliance	Increased awareness of bias	Create a safe and inclusive environment	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	1	No Cost	N/A	Aug	Cultural and Human Diversity
Family Engagement	You for Youth	Increased family engagement	Decrease student behaviours and anxiety	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	9	No Cost	N/A	Sept	Relationship and Communication

IDOE 21st CCLC Program Professional Development Plan

Diversity and Inclusion	Purdue Extension	Increase awareness of diversity and inclusion strategies	Create a safe, inclusive, and welcoming environment	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	2	No Cost	N/A	Sept	Cultural and Human Diversity
Child Abuse Prevention and Awareness	Indiana Afterschool Network	Gain knowledge of recognizing child abuse and the legal reporting requirements	Safe environment for students	1 Program Director 1 Site Coordinator 1 Assistant Site Coordinator 7 Front Line Staff	1.5	No Cost	N/A	Sept	Developmental Practice Methods
CYC Certification	Various Organizations	CYC Certification for 2 more staff	Safe Environment and consistency of implementation	1 Site Coordinator 1 Assistant Site Coordinator	14	No Cost	N/A	Oct Nov Dec	Professionalism

Professional Development Plan Cost:

Total Estimated Cost	$1000.00	% of Total Budget	**%2**

environment where they feel welcome and safe. The STEM trainings that the staff will engage in will enable us to deliver quality STEM programming and increase our students' knowledge of STEM, which is another one of our program's goals. We also have an objective of improving family engagement which is addressed in our professional development plan as well.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

In order to accurately and efficiently evaluate the work it will be doing for the 21st CCLC grant, Decatur County Family YMCA (DCFY) will utilize an outcome and process evaluation. An advantage of conducting an outcome evaluation is that it allows the program to learn from its successes and failures from the year and to incorporate this knowledge into the following year's program plan. Advantages of using process evaluation is that it provides the program with the opportunity to determine how their current plans and activities are functioning and make improvements as needed. The planned evaluation is quasi-experimental in design and includes both quantitative and qualitative data collection measures. This design will provide critical information about each program area that will, in turn, be used to inform programmatic decisions as each grant year progresses.

The DCFY 21s CCLC program's goals and objectives are in alignment with the federal purpose and stated goals of the 21st CCLC program. They are to: 1. Improve Academic Achievement; 2. Improve Student Behavior; and 3. Improve Family Involvement. Additionally, DCFY will also be striving to complete an extra goal: Increase Education in STEM Fields.

Decatur County Family YMCA will partner with The Indiana Youth Institute to conduct the evaluation. IYI's Consulting Services, a professional evaluation research division of the

Indiana Youth Institute, has become a resource for many youth-serving organizations when conducting evaluations. IYI Consulting Services has conducted large scale, multi-year and multi-site evaluations throughout Indiana, including the Department of Mental Health and Addiction, multiple 21st CCLC Center evaluations, the statewide 21st CCLC evaluation, projects with multiple school districts (including IPS), and projects throughout the state. IYI has refined its evaluation protocol to reflect best practices in the field. The evaluation protocol developed by the IYI evaluation team will give consistent and clear reporting to meet grant requirements and make informed programmatic and administrative decisions to ensure continuous improvement.

The 21st CCLC evaluation project will involve the skills and expertise of December LeTexier, Christina Arrom and Alison Cole to assure that the project meets the needs of Decatur County YMCA within agreed upon timelines. Christina Arrom, J.D. is the IYI Client Success Manager and provides project supervision for all consulting services provided by IYI. With more than 10 years of experience in leading non-profits organizations, Ms. Arrom brings her expertise in program design, implementation, and evaluation to each project. The evaluator assigned to this project, Alison Cole, M.A., has done many evaluations in recent years, including 21st CCLC projects. Ms. Cole has over 25 years of experience in program development and management. Her knowledge and experience make her an ideal match for this community.

All evaluation team members were part of designing the evaluation plan in direct communications with the program and school partners. This communication between the evaluation team and program partners will continue throughout the program as the evaluation team provides information and support for continuous improvement.

Analyses will include the following elements:

- The extent to which the 21st CCLC aligns its activities with school improvement plans;
- The extent to which the 21st CCLC is academically substantive;
- The extent to which the 21st CCLC engages parents and families in their student's academic preparation, performance, and social development;
- The extent to which the 21st CCLC is a highly professional operation driven by staff development;
- The extent to which the 21st CCLC is achieving its self-articulated goals and objectives;
- The extent to which the 21st CCLC aligns its activities with the core and STEM standards of the Indiana After School Network, building upon the IN-QPSA results for continuous improvement.

The quasi-experimental evaluation will be comprised of a multi-method and multi-source evaluation protocol. Using methodology that includes both quantitative and qualitative data collection measures allows for a more holistic understanding of the program's impact.

The evaluation process will be collaboration between all partners. The IYI Evaluator, DCFY staff, and school staff will share in the responsibility of collecting the data. The IYI Evaluator will be responsible for each of the following:1. Processing and analyzing data using a combination of Microsoft Excel, Microsoft Word, and the Statistical Package for Social Sciences

(SPSS); 2. Providing formative evaluation reports on an annual basis; and 3.Providing a summative report at the end of the funding period. All reports will be delivered eight weeks after the final data is provided to the evaluator. This will enable DCFY to make program changes prior to the start of the next grant year. Following are the components of the evaluation:

1. Cayen will be utilized to supply information about grades, attendance, and discipline referrals for those with regular program attendance (45 days or more).

2. Cayen will be utilized to analyze the state required teacher survey data. This survey asks about student academic improvement, as well as perceptions of sub categories within academics.

3. NWEA tests related to the Reading curriculum will be administered in the fall and spring of each school year. This test data will be analyzed to measure academic proficiency levels for Reading/English for all regular participants.

4. NWEA related to the Math curriculum will be administered in the fall and spring of each school year. This test data will be analyzed to measure academic proficiency levels for Math for all regular participants.

5. Pre- and post-surveys will be administered to participants to assess social emotional learning, and more specifically, whether they feel positive about themselves, their school, and the after school program. This survey data will be analyzed to measure changes in participants' attitudes about themselves, their school, and the after school program.

6. Pre- and post-surveys will be administered to participants of the STEM career activity. This survey data will be analyzed to measure changes in STEM career related attitudes, knowledge, skills, and awareness.

7. Student focus groups will be held in the spring of each year to gather qualitative information about the impact of the program and enrichment activities.

8. Two site visits will occur, one in the fall and one in the spring of each academic year, to observe program activities and implementation, as well as to note observable program

successes and challenges. This will help assess efficacy of the program and effectiveness of project staff at meeting participant needs.

9. Staff interviews will occur each year to garner feedback about program successes and challenges, as well as to assess program efficiency and efficacy.

10. Parent questionnaires will be administered during the STEM career activity to encourage the parents to become involved in their student's project and to discuss with them what they learned about STEM careers during the process.

The following table outlines the data collection process, including the type of data to be collected, time frames of data collection, and reporting responsibility.

Type of Data to be Collected	When Collected	Instrument or Source	Who Collects/ Enters	Who Analyzes and Reports
School and program attendance tracking	Each Semester	School and program records	Schools/ DCFY Staff	IYI
Math and Reading/English grades	Each semester	Report Cards	Schools/ DCFY Staff	IYI
NWEA scores	Fall and spring each school year	NWEA	Schools/ DCFY Staff	IYI
Pre- and post-survey results for student social emotional learning	Each Semester	Student surveys	DCFY Staff	IYI
Pre- and post-survey results for the STEM career activity	Beginning and end of STEM career related curriculum	STEM careers	DCFY Staff	IYI
Teacher Survey Feedback	Each Spring	Teacher survey	Schools/ DCFY Staff	IYI
School Suspension/Expulsion	Each Semester	School records	Schools/ DCFY Staff	IYI
Parent Questionnaire Feedback	During STEM career activity	Parent Questionnaire	DCFY Staff	IYI
Student Focus group feedback	Each Spring	Student focus group guide	IYI	IYI
Observation	Each Spring	Site Observation Guide	IYI	IYI
Interviews	Each Spring	DCFY staff interview guide	IYI	IYI

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

The DCFY program will be located at Greensburg Elementary School. Participants will check into the cafeteria and each grade will have a designated set of tables at which to sign in. Y staff will then present the attendance sheet to the school before busses or car riders are dismissed in order to check that the correct children are entering the program and are not leaving on the bus.

Participants leaving the program can either be picked up from the program at the conclusion of the day (6:00 p.m.) or picked up by calling the YMCA cell phone and having YMCA staff bring their child to their car. Anyone picking up a child must present a valid form of ID at time of pick up, and have their name and information listed on the pick-up form that is required at registration. Anyone not on the list will not be able to pick up the child on that given day. ID will be checked whether a child is leaving during program operation hours, or is being picked up at the conclusion of the program.

It will be the practice of the DCFY to provide transportation from the 21st CCLC program if necessary. It is the policy of this Y that all Y owned or leased vehicles (bus, van, car, truck or trailer) are operated in compliance with all Federal, State and Local laws and regulations. The YMCA bus will include a driver and at least one bus monitor to help with safety during the travel time. Staff will be trained on proper bus safety rules and regulations through training programs given by the YMCA's insurance carrier. Documentation of this information will be kept on file. Parents will be informed of all emergency procedures, pick up and drop off times, and the process of communication in the event of a change in schedule. Loading and unloading

procedures will be developed according to the location(s). A list of all children in each vehicle and their emergency contact information will be kept in the vehicle and at the Y. All children will have a signed parental transportation permission form on file at the DCFY.

At the Y, we are dedicated to making sure everyone has the opportunity to learn, grow, and thrive. This commitment drives Y's to ensure safety, demonstrate the Y's values, and protect the good standing of the Y so that community members and leaders continue to trust the Y as a safe, nurturing place led by cause-driven leaders committed to strengthening community.

The Y has several policies and procedures that all staff must follow to ensure the safety of all the youth that we work with. These policies and procedure have already been used by our after school staff through the 21stCCLC program and will always be used by all of the DCFY staff. Background checks are completed before a staff member can start work for the benefit and protection of the children and the Y. Results of background checks will be kept at the YMCA in a locked cabinet in an office that will remain locked when staff are not present.

Youth must sign in when they enter the program area and need to be with a staff member at all times until their parent or listed individual initials them out of the program, proper identification will be required by anyone signing students out. Staff members are taught to never be alone with youth for the safety of both parties. We also have incident and accident forms on site to fill out. Whenever staff has to administer any type of first aid, it is documented. Staff is also briefed on what constitutes filling out an incident form, which may include; destruction of property, theft, reported abuse, etc. The Site Coordinator will have an Emergency Action Plan readily accessible at all times during the program.

All of our staff must complete a Child Abuse Prevention Orientation before they have any direct service work with youth and all staff is required to be First Aid/CPR and AED certified. Through the Child Abuse Prevention Training Course, we ensure that staff are aware of all of the types of child abuse and that this does not only include physical injury, sexual abuse, or emotional abuse inflicted on a child, but also child neglect, which is the failure to provide the child the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for the child's well-being by those responsible for their care, custody, and control. We also make sure that our staff knows that child abuse is a problem that involves everyone who comes into contact with that child throughout the day. We give tips on how to identify the warning signs that signal that a child is being abused and also the procedure for reporting any suspected case of child abuse.

The YMCA staff will use resources made available through the Indiana Afterschool Network (IAN) and will make daily pre-checks of all program space to assure that there are no safety hazards. We will also keep open lines of communication with the school personnel and share any updates on broken equipment, construction, or unusable spaces.

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

The program stability plan begins with outreach to local businesses and organizations to inform them of our afterschool program and to begin to build a relationship with them. When the local community knows and understands the value and the impact of this program, they will be more likely to support it in the event that 21st CCLC funding is discontinued. In the first year of

the grant cycle, the goal will be to strengthen the existing relationships that we have in the community and create new relationships with at least three local businesses or organizations. We currently have excellent working relationships with our local Community Foundation and United Fund offices, which have extensive knowledge of funding resources that are available in the local area as well as on the state level. In addition, our relationship with the local Purdue Extension office is strong and they currently provide some programming for our afterschool students. We would pursue additional programming from them if 21st CCLC funding is discontinued.

There are several options for creating new relationships with local businesses and organizations, including Duke Energy, Honda Manufacturing of Indiana, Greensburg Community Library, local churches, and the local high schools. Creating these new relationships would be achieved by meeting with their representatives to explain our program, sharing statistics with them regarding targeted population and academic improvement, and inviting them to observe the program in operation. Duke Energy and Honda Manufacturing of Indiana would possibly be able to provide some resources for our STEM projects such as materials, volunteers, and/or funding. We could approach several of the local churches for volunteers, which would enable us to reduce staff salaries. The local Library could possibly provide some programming for us as well as some supplies.

Finally, the local high schools might be able to have their Robotics Clubs conduct some STEM programs for our students as well. Another aspect to consider for sustainability is the talents and strengths of the 21st CCLC staff. The directors, tutors, and counselors may have

existing relationships with additional local businesses and organizations that could provide programming, materials, volunteers, or funding. The last option that we would pursue for sustainability is budget adjustments. Reductions would have to be made in supplies, equipment, curriculum, and staffing. It would be vital to secure donations and volunteers in that scenario.

APPLICATION CHECKLIST

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