



21ST CCLC

.NAME OF LEA OR ORGANIZATION	MSD OF PIKE TOWNSHIP
ADDRESS	6901 ZIONSVILLE ROAD
COUNTY	MARION
NAME OF CONTACT PERSON	CINDY HUFFMAN
TITLE	DIRECTOR OF CURRICULUM & PROGRAMS
PHONE NUMBER	317-387-2570
EMAIL	CHUFFMAN@PIKE.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DR. FLORA R. REICHANADTER
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	FREICHANADTER@PIKE.K12.IN.US

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
<i>DEER RUN ELEMENTARY SCHOOL (SCHOOL CORP #5352)</i>	83.9%	<i>APPROACHES EXPECTATIONS</i>	60	<i>GR.2-5</i>
<i>EASTBROOK ELEMENTARY SCHOOL (SCHOOL CORP #5359)</i>	75.7%	<i>APPROACHES EXPECTATIONS</i>	60	<i>GR.2-5</i>
<i>SNACKS CROSSING ELEMENTARY SCHOOL (SCHOOL CORP #5363)</i>	81.8%	<i>APPROACHES EXPECTATIONS</i>	60	<i>GR.2-5</i>



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
DEER RUN ELEMENTARY SCHOOL (SCHOOL CORP #5352)	5401 N. HIGH SCHOOL ROAD	INDIANAPOLIS MARION
EASTBROOK ELEMENTARY SCHOOL (SCHOOL CORP #5359)	7625 NEW AUGUSTA ROAD	INDIANAPOLIS MARION
SNACKS CROSSING ELEMENTARY SCHOOL (SCHOOL CORP #5363)	5455 W. 56TH STREET	INDIANAPOLIS MARION

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	GRADES 2-5 (4 GRADE LEVELS)
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	NO



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

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



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- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN-QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public



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schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See

http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

- 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.

MSD of Pike Township

Applicant Name (LEA or Organization)

[Handwritten Signature]
Authorized Signature

8-11-2020

Date

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

All Partner MOUs are located in Appendix A.

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

See following pages for signed consultation forms.



Metropolitan School District of Pike Township met with Maria Montessori on July 16 and August 6, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis, 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

Cynthia Huffman
 Cynthia Huffman

Non-Public School Representative

Signature



Deborah Macke
 Deborah Macke

Applicant Representative

Signature

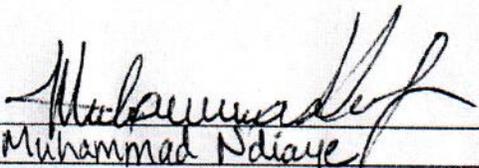


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Metropolitan School District of Pike Township Schools met with Al- Haqq on July 16, 2020 in consultation for participation in a 21st CCLC initiative in Indianapolis, IN

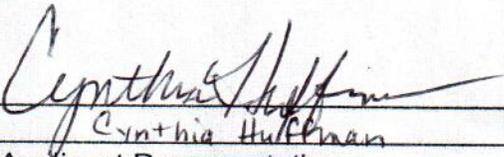
We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation



 Muhammad Ndiaye
 Non-Public School Representative

Signature



 Cynthia Huffman
 Applicant Representative

Signature



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PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

The MSD of Pike Township serves 11,274 diverse students in the urban northwest quadrant of Indianapolis, IN. Pike is proud to be a part of the Marion County Public Schools that stand in solidarity with our communities to build a just and compassionate world, to abolish racism, value social justice and respect human dignity. Pike's enrollment of Black/African American (60.5%), Hispanic (24.2%), White (8%), Multiracial (5.5%) and Asian (1.7%) students, with a Limited English Proficiency (LEP) population of 18.5% heightens our commitment to equity and achievement. The overall district poverty rate of 72% combined with low performance on assessments yield a high-need Title I student population.

According to the Harvard School of Public Health and the American Academy of Pediatrics, children of lower socioeconomic status, have been disproportionately and negatively impacted by school closures during the spring of 2020. It is more important than ever that we seek avenues during and outside of the school day to provide opportunities for academic enrichment, character and intercultural enrichment, and other high-quality services to support student learning and social emotional development. **The three targeted schools; Deer Run Elementary (DRES), Eastbrook Elementary (EES) and Snacks Crossing Elementary (SCES)** are performing below state and national norms in both English/language arts and mathematics on ILEARN/NWEA. All three schools have a federal accountability rating of Approaches Expectations and are designated for additional Targeted Support and Improvement (TSI). Pike Township and its joint applicant, the Central Indiana Educational Services Center (CIESC), propose a 21st Century Community Learning Center (CCLC) program to serve 180 targeted elementary students (Gr. 2-5) to: **1) improve academic achievement in ELA and math; 2) increase positive behavior; 3) increase opportunities for Social Emotional Learning; and, 4) increase family involvement in school-related enrichment activities.** Risk factors for this population include high poverty, low achievement, Limited English Proficient (LEP), and social emotional health due to the effects of the pandemic and racial injustice-related issues. These conditions challenge efforts to ensure learning, achievement, and academic growth. The proposed 21st CCLC project



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provides a before/after-school program and summer experience specifically targeting students at-risk for academic failure with academic and enrichment support connected to Indiana Academic Standards and Indiana's Social Emotional Learning Competencies. 21st CCLC participants will benefit from tutoring, homework help, mentoring, diverse and multicultural books, USDA approved meals, access to various before/after school clubs, social emotional learning/wellness, intercultural development, and adult ESL classes. Our joint applicant, CIESC, is a leader for professional training and support services to many Central Indiana School communities. Leadership from the LEA will oversee the partnership, development, and management of the program. The before/after-school program will operate **four days/wk. 3 hrs./day) for 30 weeks** with a supplemental **summer academic and SEL enrichment program that will operate 5 days a week for three (3) weeks (6 hrs./day)**. Building principals will target **English Language Learner** students to participate and school counselors will promote the academic and enrichment benefits of the 21st CCLC program. Principals will take ownership (see Letters of Commitment) by collaborating with site leaders and program staff. To align after-school activities with the school-day curriculum, a teacher liaison will ensure that after school activities and professional development link to Pike's goals and initiatives. Anticipated program outcomes include increased number of students meeting individual target scores on NWEA, reading and math achievement/grades, decreased disciplinary referrals, parent involvement, improved self-confidence, and regular program attendance. Limelight Analytics will serve as the external evaluator, providing data collection; quantitative/ qualitative analysis; formative feedback/ recommendations; and submission of an annual and summative/final report to IDOE, the district, and partners. Grant partners are paramount to the success of 21st CCLC programs as they provide volunteer mentors, curriculum, workshops, activities, and expertise to the educational and social emotional development of Pike youth.



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PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1) **Minimum Criteria:** Pike’s 21st CCLC program meets the criteria for eligible youth to be served as students in the three, high-need School Wide Title I schools have a *poverty rate greater than 75% based on free-reduced lunch* statistics. Deer Run Elementary (DRES- 84%), Eastbrook Elementary (EES-76%), and Snacks Crossing Elementary (SCES-82%) have a **federal accountability rating of Approaches Expectations and are designated for additional Targeted Support and Improvement (TSI)**. Although these schools have current Indiana Accountability System “hold harmless” ratings of a “B” (EES) and “C” (DRES, SCES), these ratings are based on the ISTEP+ results from 2017-18. In 2018-19, each school’s passing rate on the new ILEARN state assessment performance was significantly below the state average.

2) **Origin of Partnership:** This 21st CCLC program partnership between the *MSD of Pike Township and the Central Indiana Education Services Center (CIESC)* originated as an outcome of a longstanding history of sharing and maximizing resources, as well as acquiring and leveraging joint funding and programming. CIESC is a proven partner having provided SES services to Pike students and teacher tutors for the 21st CCLC grants since 2008. In 2013, a partnership to serve as a direct service provider of the 21st CCLC after school programs was established. This collaboration continued to strengthen services for economically disadvantaged students with a broad array of experiences, programs, activities, and resources focused on meeting the needs of students and has evolved with the changing times.

3) **Priority Area:** As this application will demonstrate, the focus of the program’s goals, objectives, and outcomes as well as activities, programs, and events, will not only focus on academic achievement in reading and math, but the backdrop and impetus for successful outcomes calls for a *priority area of social emotional learning (SEL)*. More specifically, the social emotional competencies of insight, sensory-motor integration, regulation, collaboration, connection, critical thinking and mindset. All are critical to self-awareness, self-management, social awareness, and responsible decision making. These skills provide a foundation for social and emotional development that is reflected in positive behavior, relationships, and improved academic performance. Pike’s 21st



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CCLC program will integrate **social emotional learning** throughout the program activities. Specifically, partners, such as *Arts For Learning* will provide presentations and performances related to self-awareness, self-regulation, and communication. The *Peace Learning Center* will provide staff with professional development related to team building and collaborative skills (Tribes) needed to be successful in learning communities both in school and in life. Longstanding partnerships with *Young Men of Purpose* and *Girls Inc.* will provide mentoring support to youth and *Pike Police Department* will collaborate with staff to provide youth with programs related to restorative and social justice. Pike maintains a partnership with *IUPUI* regarding an instructional framework (Enduring Principles of Learning) founded in advancing all students' achievement, especially among English Language Learners in general education classrooms. The *Enduring Principles of Learning* will use small group instruction to maximize opportunities for engagement and differentiation for culturally, linguistically, economically, and learning diverse students. *Butler University* is a longstanding partner of Pike that most recently has accelerated its support with regards to Pike's school counseling program and initiatives through the Lilly Comprehensive Counseling Grant (CCC). This three-pronged counseling approach (academic, social emotional, and college and career) for middle school has enhanced the use of lessons using the Indiana Social Emotional Learning Competencies and SEL TookKit and will extend to the out-of-school learning time. 21st CCLC students will also benefit from Summer Academic Enrichment Sessions that include SEL curriculum from *Second Step* and *Arts For Learning*. Pike will collaborate with CIESC, IUPUI, and others to engage students and families in opportunities that foster equity and SEL related to cultural awareness, competence, and acceptance. Addressing the social, emotional, and academic needs of youth from these historically marginalized groups is a pressing matter and the 21st CCLC program will use its forum to build self-awareness and a synergy for growth and change within our school community.



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PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

The MSD of Pike Township (Pike) is jointly submitting the proposal with an established partner, Central Indiana Education Services Center (CIESC). The CIESC Outreach Coordinator that maintains direct oversight of the 21st CCLC after-school program has added expertise as an early recipient of the **Child & Youth Care (CYC) Credential**. Site Leaders and other direct program staff are encouraged by the CIESC Outreach Coordinator to begin or continue their work toward attaining the Child & Youth Care Credential. Pike and CIESC meet the criteria for application **priority points** for the 21st CCLC Cohort 10 grant proposal as they will serve elementary schools with high percentages of enrolled **English Language Learner (ELL) students**. Currently, **38.2%** of the population are ELL students at Deer Run Elementary, **31.2%** at Eastbrook Elementary, and **30%** at Snacks Crossing Elementary Schools. Therefore, it is imperative that student recruitment, professional development, program components, and activities target the unique needs of this special population. ***At least 30% of the students recruited for 21st CCLC program sites will be English Language Learners.*** To that end, the program is designed to include professional learning for staff, components, resources, and activities that address the unique social emotional and academic needs of ELLs and their families (see implementation and professional development plans). Coordinated with **Title III** and **NESP funds**, ELLs will have daily access to *Imagine Language and Literacy* and *Rosetta Stone Foundations* digital learning platforms to support **language development** in reading, writing, speaking, and listening as well as **adult English classes** for parents of ELLs. **Bi-lingual** and other books that represent the **cultural identities** of various student groups will be distributed each semester during parent engagement events. Other activities include cultural explorations, Academic **English and Spanish language development** lessons, and **interactive activities** to ensure that ELLs have meaningful opportunities to practice **oral language**.



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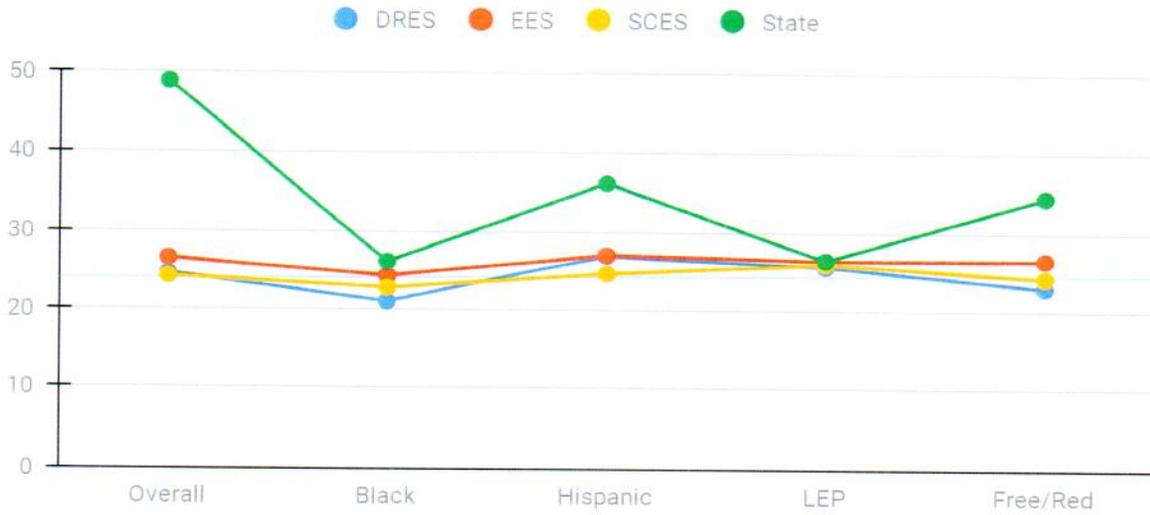
NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1) **Data Evidence:** Pike serves 11,274 diverse elementary, middle, and high school students in the urban, northwest quadrant of Indianapolis, Indiana. Demographics include: 60.5% African-American; 24% Hispanic; 8% Caucasian; 5.5% Multiracial; 2% Asian; **18.5% English Language Learners (ELL)**; 13.2% special education, **71.7% free/reduced meals**; and 284 homeless students. Demographic data for schools targeted in this grant application are higher than the district average for free/reduced meals and Limited English Proficient (LEP) population.

MSD of Pike Township: Current Demographic Data - 21st CCLC Targeted Schools									
School	Black	Hispanic	White	Multi-Racial	Asian	Spec. Ed.	Free/Red	Attend Rate	LEP
DRES	58%	32%	3%	5%	2%	10.6%	84%	94.2%	38.4%
EES	57%	30%	5.5%	6%	1%	10.7%	76%	93.5%	31.2%
SCES	66.5%	25%	2.5%	5%	1%	16%	82%	93.9%	30%

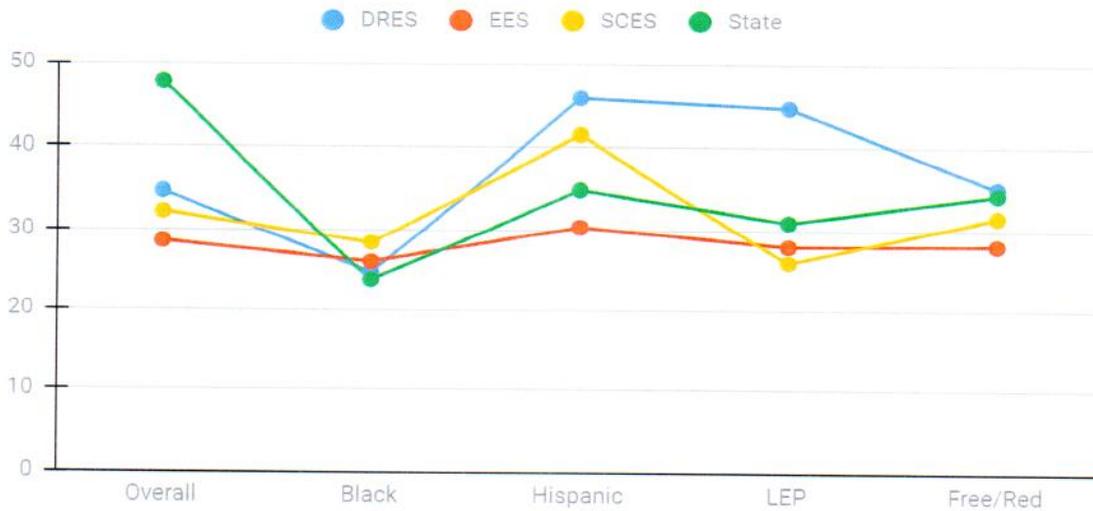
Pike and CIESC are submitting a joint proposal for a 21st CCLC program that targets at-risk students at **three targeted schools; Deer Run Elementary (DRES), Eastbrook Elementary (EES) and Snacks Crossing Elementary (SCES)**. Student performance is below state and national norms in both English/ language arts and mathematics on ILEARN and NWEA. All three schools have received a *federal accountability rating of Approaches Expectations and are designated for additional Targeted Support and Improvement (TSI)*. Achievement gaps and risk factors in these schools include high poverty, low achievement, limited English proficiency, and low passing rates on state assessments. These conditions challenge efforts to ensure learning, achievement, and academic growth. There is also a critical need to provide support and services to students/families for what is certain to be a gap in education due to the lack of in-person learning time experienced in the spring and fall of 2020. Every avenue will need to be sought to close these gaps and re-build school/student/home relationships.

ILEARN English Language Arts Passing Rates



2019 ILEARN Passing Rates

ILEARN Math Passing Rates



2019 ILEARN Passing Rates



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As indicated by these 2019 ILEARN passing rates, we continue to have concerns relative to low academic performance of students and gaps that exist in our economically disadvantaged subgroup as well as overall statewide comparison averages. Although the thirty plus percent LEP student population scores on WIDA Access indicate they are keeping better pace with their English language acquisition, it is well documented that English Language Learners benefit from additional time with evidence-based curriculum to develop academic language and literacy. Equally important to this community is that the 21st CCLC program intentionally celebrates and nurtures the rich intercultural experiences of its students and families. "The flexibility inherent within afterschool programs allows programs to foster ELL students' literacy skills in a culturally inclusive and sensitive manner." ([AfterSchool Alliance, 2017](#))

WIDA	State Average	DRES	EES	SCES
Met Annual Growth Targets	31.3%	37.9%	36.2%	21.7%
Achieved English Language Proficiency	7.3%	8.9%	6.1%	4.7%

With the interrupted in-person learning that is occurring in 2020 due to the Covid-19 pandemic, there is a sense of urgency upon us to provide Pike youth with both academic and personal enrichment activities to close gaps in learning and ensure social emotional well-being. Pike's 21st CCLC program is seeking **priority points for social emotional learning** because we know that students and families in poverty are at an increased risk for negative effects on mental health and behavioral development long after the pandemic is over. These adverse childhood experiences (ACES) may contribute to a child's risk for mental health problems. To that end, the 21st CCLC program seeks to provide a safe, supportive, and connected learning environment that is focused on the whole child. As indicated in the succeeding page, the discipline data collected annually as a part of the Pike's Project Prevent Grant adds to an already targeted concern for students. The data indicates an increase in violent, aggressive, and disruptive behavior at these schools. Collaboration with school counselors, Cummins Mental Health staff, and the district Behavioral Support Team will be paramount to serve students during these



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critical after-school hours to improve pro-social skills/behavior, build coping mechanisms, and overall mental health and wellness.

3-YEAR COMPARISON OF VIOLENT, AGGRESSIVE, AND DISRUPTIVE BEHAVIOR IN TARGETED 21 ST CCLC SCHOOLS 2016-2019				
Schools/Years	DRES	EES	SCES	Total
Total No. of Actions 2018-19	124	293	757	1,174
Total No. of Actions 2017-18	138	273	699	1,110
Total No. of Actions 2016-17	122	101	436	659

Violent, aggressive, and disruptive behaviors include: assault on staff/student, arson, battery, disrespect peer, disrespect teacher, disruptive behavior, drug offense, explosives/fireworks, fighting (including hitting, kicking, pushing, shoving), gang activity, inappropriate language, improper sexual behavior, insubordination, intimidation, possession of stolen goods, possession of tobacco product, sell drugs or alcohol, stealing, vandalism, verbal aggression/threatening, weapons offense

Based on analysis of the data, additional time in an after-school and summer enrichment program that focuses on academic and personal wellness is not only warranted, but in great need for the elementary age youth it will serve.

2) **Current Programming** and 3) **Enhancement/Expansion:** The table below outlines the current programs offered in the three target schools, the gaps in services, and the enhancement/expansion of services to be offered through the 21ST CCLCs.

Current Out-of-School Time Programming-Service Gaps-Expansion/Enhancements

Targeted Schools; Grade Levels Served; Current Programs	Gaps in Services	Expansion/Enhancement Programs
<p>Deer Run Elementary</p> <ul style="list-style-type: none"> ● ILEARN After-School Tutoring – Gr. 3-5 – 3:00 – 4:45–1x/wk (January-May) ● After-school care (service fee) – K-5 –3:00-6:00–4x/wk ● Student Interest Clubs– K-5 – 3:00 – 4:30 –2x/wk ● Parent Events-Back to School 	<ul style="list-style-type: none"> ● Limited enrichment opportunities available at no cost to families ● Limited support services for ELLs and low achievement ● Limited extra-curricular activities 	<ul style="list-style-type: none"> ● 21st CCLC Program-focus on Gr. 2-5, 3:00-5:30–4x/wk to serve 180 students annually four days/week for 30 weeks ● 21st CCLC Summer Academic Enrichment program with SEL Enhancement; 8:30-2:30 – 5x/wk. 6hrs.per day for 3 wks. ● A marketing plan to recruit,



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<p>Night; Literacy Night; STEM Night; Parent/Student/Teacher Conferences; Eyes on Pike Community Fair</p>	<p>related to literacy and social emotional development</p>	<p>promote, and link after-school to school day success</p>
<p>Eastbrook Elementary</p> <ul style="list-style-type: none"> • ILEARN After-School Tutoring – Gr. 3-5 – 3:00 – 4:45–1x/wk (January-May) • After-school care (service fee) – K-5 –3:00-6:00–4x/wk • Student Interest Clubs– K-5 – 3:00 – 4:30 –2x/wk • Parent Events-Back to School Night; Literacy Night; STEM Night; Parent/Student/Teacher Conferences; Eyes on Pike Community Fair 	<ul style="list-style-type: none"> • Limited mental health support for students upon return from Covid-19 school closures • Limited mentoring services in the elementary school • Limited time during the school day for social emotional learning development • Limited opportunities for intercultural development • Limited after-school access and staff trained in evidence-based strategies for supporting ELLs • Limited structured after-school programs at the elementary level 	<ul style="list-style-type: none"> • Recruit, promote, and sustain student participation through special programming events, incentives, and school staff involvement • School Liaison that will link school day curriculum and assessment support • Target: ELL, high poverty, low achievement • Intensive focus on literacy development, small group tutoring with teachers (CIESC) • Integration of English language acquisition activities • Intentional <i>Social Emotional Development</i> activities: Second Step, Tribes, Playworks, Arts for Learning (partners, volunteers, staff, and mentors) • Family literacy and education services: Literacy Fair, CLEAR computer lab, Adult ESL classes, Arts For Learning Performances, MobyMax, 21st CCLC Showcase event • High-interest and engaging digital support programs (YouCubed, Imagine Language and Literacy, MobyMax, Litamatics)
<p>Snacks Crossing Elementary</p> <ul style="list-style-type: none"> • ILEARN After-School Tutoring – Gr. 3-5 – 3:00 – 4:45–1x/wk (January-May) • After-school care (service fee) – K-5 –3:00-6:00–4x/wk • Student Interest Clubs– K-5 – 3:00 – 4:30 –2x/wk • Parent Events-Back to School Night; Literacy Night; STEM Night; Parent/Student/Teacher Conferences; Eyes on Pike Community Fair 	<p>related to literacy and social emotional development</p>	<p>promote, and link after-school to school day success</p>

4) Identified Needs: A Strategic Planning Committee of over a hundred school and community patrons met briefly prior to the Coronavirus outbreak that shut down school for the spring of 2020. Focus areas were identified and subcommittees were organized to complete a SWOT Analysis and recommendations for improvement. Pike current 21st CCLC site staff at two middle and a high school, in-person and virtual advisory council meetings, IN-QPSA self-assessments, partner meetings, and external evaluator of current 21st CCLC site provided a comprehensive needs assessment (surveys, focus groups, achievement data, school/existing program data) to identify needs/gaps in services. Additionally, communities, especially those



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urban schools similar to Pike, have grave concerns ahead as they seek to fill learning gaps and maintain a safe return of students to school. Specific data collection sources, stakeholder involvement, and findings are described below.

Pike 21st CCLC Data Collection Source: Involvement of Stakeholders - Findings 2018-2020		
Data Collection Source	Involvement of Stakeholders	Findings/Needs
<ul style="list-style-type: none"> ● Resources <ul style="list-style-type: none"> ○ Pike Data Dashboard ○ INview ○ Coordinator of Data Analysis & Research ○ Academic Support Specialist ○ IDOE Specialists ○ External Evaluator 	<ul style="list-style-type: none"> ● District/Parent/Student/Teacher reports ● Data Analysis Meetings (Leadership Team, Data Think Tank, School Improvement) ● Technical Assistance Series ● Site Visits and Feedback ● Guidance on Research-based practices ● Indiana Afterschool Standards ● Annual External Evaluation Feedback 	<ul style="list-style-type: none"> ● High poverty, low achievement, low ILEARN performance, Accountability Status ● Targeted Support for Improvement based on ILEARN performance and student population high-needs and learning gaps ● Needs: academic support for at-risk students; before/after-school programs; SEL development; enrichment opportunities; family literacy activities; mental health & wellness; pro-social and intercultural development experiences
<ul style="list-style-type: none"> ● Parents/Youth 	<ul style="list-style-type: none"> ● Strategic Planning committee ● Parent Surveys ● Student Surveys ● School and District Events (e.g. <i>Eyes on Pike</i> Literacy Fair, STEM Fair) ● IN-QPSA Self-Assessment 	<ul style="list-style-type: none"> ● Program quality improvements ● Evidence-based reading/literacy curriculum ● Enrichment and engagement opportunities ● Parent education and involvement ● After School program with transportation home ● Adult ESL classes for immigrant families
<ul style="list-style-type: none"> ● Partners 	<ul style="list-style-type: none"> ● Planning Meetings w/partners ● Strategic planning process ● Partnership meetings 	<ul style="list-style-type: none"> ● Extend quality programs to schools/students ● Strengthen partnerships ● Shared vision for 21st CCLC learners (academic enrichment, social emotional learning)



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<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> • Focus groups at 21st CCLC schools and target schools, planning mtgs., data collection, evidence-based instructional practices • Surveys • School Improvement planning process • Strategic planning process • IN-QPSA Self-Assessment results 	<ul style="list-style-type: none"> • Teacher tutoring for at-risk population • Tutoring connected to school day curriculum and literacy development • Parent education and involvement • Need increased engaging and enriching opportunities • Incentives for attendance is helpful • Students benefit from mentoring • Teacher Liaisons improve school day connection
<ul style="list-style-type: none"> • Principals 	<ul style="list-style-type: none"> • Principal/Planning Mtgs. • Data collection • Focus Groups • School Improvement planning process • Strategic planning process 	<ul style="list-style-type: none"> • A safe and supportive place for students at-risk • After-school services (academic and social-emotional) • Parent education and involvement • After school transportation needed for equitable access • Link between school day & after-school
<ul style="list-style-type: none"> • Advisory Council 	<ul style="list-style-type: none"> • Partner Planning Meetings • Focus Groups • Data Analysis • Strategic Planning Process 	<ul style="list-style-type: none"> • Need increased participation to meet program goals • Pike teacher tutors help with school day linkages • Many students experience trauma and need pro-social and sometimes, mental health support • Program flexibility to meet individual student needs

A review of evidence-based programs and curriculum, planning meetings with district/school staff, the external evaluator, and community partners were utilized to design a program *Logic Model* (p.25). Clearly defined goals/objectives /performance measures, aligned strategies, curriculum, activities, partners, and budget were developed by the Pike team and are directly tied to IDOE expectations and Pike’s goals for improvement.



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PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1) **Project Collaboration:** Pike’s 21st CCLCs will leverage federal, state, and local resources. A summary of the contributions made by federal, state and local agencies as well as how partners were identified and involved in Pike’s 21st CCLC program development is detailed below.

Agency Collaboration with Federal, State, Local Funds	
Agency	Contribution to 21st CCLC Program
Federal: Title I	<ul style="list-style-type: none"> • Staff Development, Staff Support, Materials
Federal: CARES Act	<ul style="list-style-type: none"> • PPE and cleaning supplies as needed
Federal: Title II	<ul style="list-style-type: none"> • Staff Development
Federal: Title III	<ul style="list-style-type: none"> • Staff Development, Parent Training, bilingual books and picture dictionaries
Federal: USDA Food and Nutrition Services	<ul style="list-style-type: none"> • Chartwells Dining Services, Student Meals
State: Title IV	<ul style="list-style-type: none"> • Staff Development, STEM Activities
State: 21 st CCLC Cohort 10	<ul style="list-style-type: none"> • Staff Development, Partnership with CIESC, Staff
Local: Comprehensive Counseling Grant	<ul style="list-style-type: none"> • Support and advisory from school-day counselors at each elementary building
Local: MSD of Pike Township	<ul style="list-style-type: none"> • In-Kind Support: Leadership, Staff, Technology, Professional Development, Facilities, Supplies, Materials, Custodial, Transportation, Clerical

Pike 21st CCLC Partnerships/Collaboration/Contributions				
Partners	How Identified	Role in Development	Contributions to 21st CCLC	Relationship
<u>Joint Applicant:</u> Central IN Educational Service Center (CIESC)	<ul style="list-style-type: none"> • Long-standing Pike supporter • Participated in Needs Assess. • Past SES Provider • IDOE Superior Rating • 21st CCLC Oversight 	<ul style="list-style-type: none"> • Program Planning • Planning Meetings • Needs Assessment • Potential Partnerships • PD Plan 	<ul style="list-style-type: none"> • Hire, train, schedule, pay, and evaluate program staff • SEL curriculum – Peace Learning Center, Second Step • Tutoring Curriculum • Program Oversight • Sustainability 	<ul style="list-style-type: none"> • SES Provider for 8 years • Past member of CIESC • Partner in 21st CCLC Cohorts 7 & 8 • Professional Development

<p>Pike Building Principals:</p> <p><i>DRES, EES, & SCES</i></p>	<ul style="list-style-type: none"> • School designation: Targeted Support and Improvement • High Poverty • High ELL Population 	<ul style="list-style-type: none"> • Needs Assessment • Planning Meetings • Student Identification • Communication with Staff 	<ul style="list-style-type: none"> • Student Recruitment • Program Support • Facilities Management • Problem-Solving • Data Analysis • Parent Support 	<ul style="list-style-type: none"> • Pike certified administrators • School Improvement Team Leader
<p>Advisory Council</p>	<ul style="list-style-type: none"> • Previous Grant Partners • Participated in Needs Assessment 	<ul style="list-style-type: none"> • Planning Meetings • Focus Groups • Data Analysis • Strategic Planning 	<ul style="list-style-type: none"> • Progress monitor program for improvements • Volunteers • Sustainability 	<ul style="list-style-type: none"> • Partners in 21st CCLC Cohort 7 & 8 • Current Partners • LEA Staff
<p>Butler University</p>	<ul style="list-style-type: none"> • Long-standing Pike Partnership • Spanish Lang. Students 	<ul style="list-style-type: none"> • Program Planning • Planning Meeting 	<ul style="list-style-type: none"> • Spanish tutors • Volunteer tutors/mentors • Sustainability 	<ul style="list-style-type: none"> • Math & Science Partnership Partner • Master Practitioner Partner
<p>Arts for Learning</p>	<ul style="list-style-type: none"> • Enrichment programs 	<ul style="list-style-type: none"> • Needs Assessment • Planning Meetings 	<ul style="list-style-type: none"> • Programs – social emotional curriculum 	<ul style="list-style-type: none"> • Partner in 21st CCLC Cohort 7 • Longtime provider for Pike schools
<p>Chartwells: Dining Services</p>	<ul style="list-style-type: none"> • Meal service provider • Nutrition • Wellness Committee 	<ul style="list-style-type: none"> • Planning Meetings • Safety & delivery protocol 	<ul style="list-style-type: none"> • Provide/Deliver USDA meals/snacks • Provide health/nutrition services 	<ul style="list-style-type: none"> • Partner in 21st CCLC Cohort 7 & 8 • District Service Provider
<p>Playworks</p>	<ul style="list-style-type: none"> • Enrichment programs • PD for staff 	<ul style="list-style-type: none"> • Assessment and Planning Meetings 	<ul style="list-style-type: none"> • Program – the Power of Play • Parent Involvement 	<ul style="list-style-type: none"> • Elementary School Partner • PD Provider
<p>Indianapolis Urban League</p>	<ul style="list-style-type: none"> • Curriculum and Enrichment Programs 	<ul style="list-style-type: none"> • Planning Meetings 	<ul style="list-style-type: none"> • Programs - social and emotional curriculum, parent involvement 	<ul style="list-style-type: none"> • Education & Youth Empowerment • New partner
<p>Pike Police Department</p>	<ul style="list-style-type: none"> • Pike campus service • Events and activities 	<ul style="list-style-type: none"> • Planning Meetings • Program Planning 	<ul style="list-style-type: none"> • Programs - restorative justice, mentoring 	<ul style="list-style-type: none"> • District Service Provider
<p>Young Men of Purpose and Girls Inc.</p>	<ul style="list-style-type: none"> • Stakeholder in At-Risk Youth Work 	<ul style="list-style-type: none"> • Program Planning • Student Identification 	<ul style="list-style-type: none"> • Support for at-risk • Provide Materials • Program Oversight 	<ul style="list-style-type: none"> • Current Partner in 21st CCLC Cohort 8



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	<ul style="list-style-type: none"> • Long-standing Pike supporter 		<ul style="list-style-type: none"> • Mentoring/Character Education 	
Peace Learning Center	<ul style="list-style-type: none"> • Invested Stakeholder in At-risk Youth Work 	<ul style="list-style-type: none"> • Planning Meetings • Service planning 	<ul style="list-style-type: none"> • Provide SEL curriculum • Provide training and mentors 	<ul style="list-style-type: none"> • Professional development provider
IUPUI	<ul style="list-style-type: none"> • ELL PD partnership • Urban Education University 	<ul style="list-style-type: none"> • Needs Assessment • Planning Meetings 	<ul style="list-style-type: none"> • Provide PD to staff in ELL strategies • Collaborate to plan language acquisition activities • Student tutors 	<ul style="list-style-type: none"> • Long-standing Pike Partner in ESL & EBD Education
<i>*All partners will serve as members of the Advisory Council.</i>				

2) Partner Identification: The commitment of Pike stakeholders through the district strategic planning process combined with an extensive history of successful community partnerships; provide a solid foundation for program collaborations. Effective partnerships are built on mutual respect and common goals identified through a comprehensive need’s assessment; a review of evidence-based programs, curriculum and Indiana Afterschool Standards; and planning meetings. Goals/objectives, performance measures, strategies/curriculum/activities, and budget were developed by the Pike team in collaboration with partners who share their sense of urgency and anticipation of better days ahead. Grant programs as comprehensive and academically-sound as this 21st CCLC proposal cannot succeed without the involvement of each site’s building principal. Thus, to ensure the success and fidelity of this proposal, the principals from DRES, EES, and SCES have become “community partners” and submitted a letter of support and partnership as testimony and commitment to the success of the 21st CCLC program. All program partners completed **MOU Agreements (Appendix A)**.

3) Volunteers: Pike will create a program that people want to be involved in and emphasize the impact that volunteers have. We will leverage our existing partners and recruit new volunteers as well as appeal to surrounding businesses in the community. Parents will be encouraged to become a program volunteer to enhance and celebrate the intercultural exchange of traditions and history. Every volunteer will complete a background check as well the anti-bullying training as required by all Pike Township volunteers.



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PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

The comprehensive design of Pike’s 21st CCLC Program summarized in the *Logic Model* on the following page. This identifies the priority goals, key program components, strategic partners, evidence-based curriculum, and activities for this grant project. The *Program Implementation Table* on page 38 describes in detail the goals, objectives, activities, performance measures, annual targets, assessment tools, and related research. Performance measures are specific, measurable, and challenging; yet achievable for Pike at-risk youth.

1) Recruitment Criteria: All three elementary schools targeted for this grant program are eligible to be served as Pike Township operates as a **K-8 School Wide Title I program with an overall poverty rate of 71.7%**. More specifically, each school has a poverty rate well above the 40% threshold for this grant and an ELL population that is significantly higher than the state average of 6.4%. Therefore, this program will target for recruitment and support educationally disadvantaged students and families with English language barriers and achievement gaps.

	<u>Free/Red. Meal Rate</u>	<u>ELL population</u>	<u>School Rating</u>
Deer Run Elementary School	83.9%	38.4%	<ul style="list-style-type: none"> • Approaches Expectations • Targeted Support and Improvement (TSI)
Eastbrook Elementary School	75.7%	31.2%	<ul style="list-style-type: none"> • Approaches Expectations • Targeted Support and Improvement (TSI)
Snacks Crossing Elementary School	81.8%	30%	<ul style="list-style-type: none"> • Approaches Expectations • Targeted Support and Improvement (TSI)

The criteria and processes used to recruit targeted students and their families meet all GEPA (Appendix D) requirements and are aligned to the purpose and priorities of this grant. Upon awarding of the grant, Pike will further consult with Al-Haqq (nonpublic) regarding participation in 21st CCLC after-school program. The 21st CCLC before/after-school program and Summer School program will serve targeted students with high-needs in one or more of the following categories: at-risk of school failure (low achievement), ILEARN failure, lack of projected growth on NWEA, English language learner (ELL), and free/reduced meals.



21ST CCLC

**MSD of Pike Township and Central Indiana Education Services Center
21st Century Community Learning Centers Program
LOGIC MODEL**

Mission: *To provide elementary students and their families with high-quality academic and personal enrichment opportunities for meaningful engagement in educational and social-emotional development.*

Project Goals:

- Students (2-5) will meet or exceed state and local **academic achievement** standards in reading and mathematics.
- Students (2-5) will improve **behavior** on measures of attendance, classroom performance; and decreased disciplinary actions.
- Students (2-5) will increase character enrichment opportunities focused on **Social Emotional** development and empowerment.
Students and their **families** will increase **involvement** in educational and personal **enrichment activities**.

Target Schools: Deer Run Elementary, Eastbrook Elementary, & Snacks Crossing Elementary Schools

Targeted Needs: High Poverty, Title I, Targeted Support & Improvement, English Language Learners

Program Components:

- ✓ High quality support and enrichment services in core academic areas of reading and math
- ✓ Emphasis on social emotional learning and character enrichment programs
- ✓ Student and family engagement in educational, behavioral, and recreational activities
- ✓ Partnerships with education-related and community-based organizations

<u>Literacy & Math Enrichment</u>	<u>Social Emotional Learning & Wellness</u>	<u>Family Engagement</u>	<u>Empowerment and Social Justice</u>	<u>Intercultural Development</u>
CIESC Tutoring	Arts For Learning	CLEAR Computer Lab	Enduring Principles of Learning	Imagine Language and Literacy
INSPIRE	Mentors, Models, & Supports	Parent Education & Resources	Pike Police	Multi-Cultural Exploration
MobyMax	Access to Counselors & Social Workers	School-Based Title I Parent Nights	Peace Learning Center	Enduring Principles of Learning
Imagine Language and Literacy for ELLs	PBIS	21 st CCLC Showcase Events	Teaching Tolerance	Diverse & Culturally Relevant Books
Rosetta Stone Foundations	USDA-Approved Snacks/Meals*	IN-QPSA	Public Safety Programs	Midwest and Plains (MAP) Equity Assistance Center
LitArt LEARN Literacy	Tribes	Advisory Council	Indianapolis Urban League	English Language Development
Litamatics	Indiana's Social Emotional Learning Competencies and Toolkit	<i>Eyes on Pike</i> Community Fair	Restorative Justice	Arts for Learning
YouCubed	Playworks	Interpreters	Indiana Afterschool Network	
		Read & Rise		

Partners:

- | | | |
|-----------------------------|----------------------------|--|
| • Butler University | • Pike Police Department | • Chartwells Food Services |
| • IUPUI | • Young Men of Purpose | • Pike Board of Education |
| • Peace Learning Center | • Girls Inc. | • Central Indiana Education Services Center (CIESC) |
| • Arts For Learning | • Playworks | • MSD of Pike Township Target Schools: DRES, EES, & SCES |
| • Indianapolis Urban League | • Pike Township Counselors | |



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2) **Community Data:** The Metropolitan School District of Pike Township is situated in the northwest corner of the greater Indianapolis area, a city of more than 1 million people. Pike is an urban residential community with a population of approximately 82,000 and an assessed value of \$3.7 billion. Pike Township is recognized as a richly diverse community with a student population comprising 60% African American, 24% Hispanic, 8% Caucasian, 6% Multiracial, and 2% Asian. The larger Pike community has a violent crime rate of 29% which exceeds the national average of 22.7%. With a crime rate of 55 per one thousand residents, Indianapolis has one of the highest crime rates in America compared to communities of all sizes - from the smallest towns to the very largest cities. One's chance of becoming a victim of either violent or property crime is one in eighteen. The combination of high poverty, high crime rates, and low proficiency scores on state assessments make providing a safe, academic enrichment after-school program a considerable need for Pike students.

3) **Parental involvement:** The *Logic Model* and *Implementation Table* describe in detail the family programs and activities related to the project goal for increased **student and family involvement in educational and personal enrichment activities**. Family engagement was identified as an essential component of the need's assessment and as such, the 21st CCLC program design is focused on involving families in academic enrichment, intercultural exploration, and health & wellness activities. Social media, family events, partner organizations and resources will provide a way for families to participate and have a voice in program support services. 21st CCLC activities must not only bring families together to promote educational access and attainment, they also must provide resources needed for social emotional health and wellness (e.g. English language classes, counselors, and at-home resources). The 21st CCLC program removes obstacles for working and single parent families through digital access, homework help, tutoring, school bus transportation, intercultural exploration, and health & wellness activities. Pike and CIESC staff will also build on established and successful school events by linking 21st CCLC activities to school-sponsored events/activities (Fitness, Literacy/STEM) to enhance communication and family involvement.



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4) **Snacks/Meals:** Chartwells School Dining Service, the service provider for Pike Township, receives annual approval from the **US Department of Agriculture (USDA)** and the **IDOE Division of School and Community Nutrition Program** to provide daily meals for the school district and 21st CCLC school-age participants as needed. Pike qualifies for reimbursement for meals through the Child and Adult Care Food Program (CACPF). Chartwells staff prepares and distributes nutritious meals to the after-school program sites by 3:00 pm daily and during the summer program students receive both breakfast and lunch. Chartwells accommodates special food allergies and/or religious exceptions for 21st CCLC students in the same manner as it does during the school day. Parents must notify the staff and Food Service Department of the special dietary request, which explains the food substitution that is requested. Allergy information for school menus is available to be reviewed online at <http://pike.nutrislice.com/> or downloaded to the free Nutrislice app to any smartphone device.

5) **Weekly Schedule:** The weekly schedule for each site is as follows:

WEEKLY SCHEDULE		
Deer Run	Eastbrook	Snacks Crossing
<p>Monday-Thursday 7:00-8:00 a.m. – Teacher Tutors Available</p> <p>Monday and Wednesday 3:00- 3:30 p.m. – Meal/Attendance 3:30-4:30 p.m.– ELA Tutoring 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Social-Emotional Development 5:15-5:30 p.m. – Prepare for Dismissal 5:30 p.m. – Dismissal</p> <p>Tuesday and Thursday 3:00- 3:30 p.m. – Supper/Attendance</p>	<p>Monday-Thursday 7:00-8:00 a.m. – Teacher Tutors Available</p> <p>Monday and Wednesday 3:00- 3:30 p.m. – Meal/Attendance 3:30-4:30 p.m.– ELA Tutoring 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Social-Emotional Development 5:15-5:30 p.m. – Prepare for Dismissal 5:30 p.m. – Dismissal</p> <p>Tuesday and Thursday 3:00- 3:30 p.m. – Supper/Attendance</p>	<p>Monday-Thursday 7:00-8:00 a.m. – Teacher Tutors Available</p> <p>Monday and Wednesday 3:00- 3:30 p.m. – Meal/Attendance 3:30-4:30 p.m.– ELA Tutoring 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Social-Emotional Development 5:15-5:30 p.m. – Prepare for Dismissal 5:30 p.m. – Dismissal</p> <p>Tuesday and Thursday 3:00- 3:30 p.m. – Supper/Attendance</p>



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3:30-4:30 p.m.– Social Emotional Development: Mentors/Tribes/Second Step 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Intercultural Development 5:15-5:30 p.m.– Prepare for Dismissal 5:30 p.m.– Dismissal	3:30-4:30 p.m.– Social Emotional Development: Mentors/Tribes/Second Step 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Intercultural Development 5:15-5:30 p.m.– Prepare for Dismissal 5:30 p.m.– Dismissal	3:30-4:30 p.m.– Social Emotional Development: Mentors/Tribes/Second Step 4:30-5:15 p.m. - Homework Help, Health & Wellness, Literacy and Language Development, Intercultural Development 5:15-5:30 p.m.– Prepare for Dismissal 5:30 p.m.– Dismissal
Evenings: 6:00 p.m. – 8:00 p.m., CLEAR Computer Lab; Adult ESL classes, Special Events, Access to Mental Health Services		

The 21st CCLC summer program schedule will provide students with engaging academic learning activities that incorporate project-based learning and bridge learning with real world experiences, while at the same time developing sound strategies for social emotional growth, development, and empowerment.

SUMMER SCHOOL SCHEDULE		
Week 1	Week 2	Week 3
8:30-8:45 a.m. - Breakfast/Attendance 8:45-11:00 a.m.– Literacy & Math Academic Enrichment 11:00-11:30 a.m. - Brain Break 11:30-12:00 p.m. - Lunch 12:00 – 2:15 p.m. - Social Emotional Development Sessions 2:15-2:30 p.m. - Prepare for Dismissal	8:30-8:45 a.m. - Breakfast/Attendance 8:45-11:00 a.m.– Literacy & Math Academic Enrichment 11:00-11:30 a.m. - Brain Break 11:30-12:00 p.m. - Lunch 12:00 – 2:15 p.m. - Social Emotional Development Sessions 2:15-2:30 p.m. - Prepare for Dismissal	8:30-8:45 a.m. - Breakfast/Attendance 8:45-11:00 a.m.– Literacy & Math Academic Enrichment 11:00-11:30 a.m. - Brain Break 11:30-12:00 p.m. - Lunch 12:00 – 2:15 p.m. - Social Emotional Development Sessions 2:15-2:30 p.m. - Prepare for Dismissal
SEL Session Topics: Tribes, Second Step, Social Justice, Cultural Exploration, Restorative Justice, Social Justice, Self-Expression through the Performing Arts, and more!		



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The following chart summarizes the hours/time of programming for each school site:

Hours and Weeks of 21 st CCLC Program Operation for Students and Families			
School Year – Hours per day			
	Before school	After school	Summer Academic Enrichment Program/Evening
Hours with Students	60 min./day (7:00a – 8:00a)	2½ hrs./day (3:00p – 5:30p)	6 hrs./day (8:30-2:30p)
Hours with Family		<u>Family Nights</u> 1 hr./month = ¼ hr./week <u>Adult ENL Class</u> 1 ½ hrs./day =3 hrs./week	<u>CLEAR Computer Lab</u> : 2 hrs./day; Mon-Th (6:00 – 8:00pm)
# of days/week	4	4	Summer Academic Enrichment: 5 CLEAR Lab: 4
Number of weeks	30	Students & Family Nights: 30 Adult ENL Class: 8 wks./site x 3 sites	Summer Academic Enrichment: 3 CLEAR Lab: 30
Program Hours	4 hr./week	Students & Family Nights: 307 ½ hrs./school yr. Adult ENL Class: 72 hrs./school year	330 hrs./school yr.
Total Program Hours	120 hrs./school yr.	379 ½ hrs./school yr.	829 ½ hrs./school yr.

6) Alignment to Standards: The 21st CCLC program will address the **Indiana Afterschool Standards** through an annual self-assessment process (IN-QPSA). Each program site will work with staff, students, an external evaluator, and parents in this effort to ensure alignment to high quality youth programs and best practices based on national research. An evaluation completed by an external evaluator will include annual visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. **The Indiana Academic Standards** and goals to increase student achievement in ELA and Math are



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at the crux of all school improvement plans with a shared goal of improving school safety, climate, and student behavior. Specifically, schools are providing evidence-based strategies and resources to address student engagement, prosocial skills, responsive teaching, direct instruction, problem solving, and process standards for mathematics. School academic performance/goals accentuate the need for after school academic programming connected to daily school curricula. Pike’s ELA & Math curriculum identifies the Indiana Academic Standards to be taught in each unit of study. Student homework, tutor preparation, family literacy/math activities and other after school programming should parallel these goals for 21st CCLC participants. As such, a teacher liaison at each school site will ensure the link between school day and 21CCLC programming. The program design directly connects school improvement efforts as described below:

School Improvement Goals	21 st CCLC Action Plan: Priority Content Areas and Positive Behavior Supports Targeted Populations: High Poverty, School-Wide Title I, Targeted Support and Improvement (TSI), ELL
DRES/EES/SCES *Reading *Math *Behavior	Intensive tutoring in reading by teachers using research-based curriculum aligned to the IAS
	Homework help, test-taking skills, study skills and organization
	Integration of technology to support reading and math
	Literacy Development – LitArt LEARN Literacy combines award-winning books, effective reading strategies, and creative response activities, MobyMax
	Math Development - LitArt LITAMATICS Math is an engaging math program that combines award winning books with engaging math games and activities, MobyMax
	Integration of Social Emotional Development – Positive Behavior Intervention Supports and Prosocial Skill Development (Tribes, Second Step), LitArt Click, Social Justice, Cultural Exploration, Restorative Justice, Arts for Learning
	Integration of English language Development activities throughout program and use of Rosetta Stone Foundations and Imagine Language and Literacy



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The preceding table illustrates the multiple **evidence-based resources** and strategies to be utilized that support the improvement of reading/math/language achievement and alignment to the IAS. Building Principals, as formal partners in the 21st CCLC program, will provide further oversight to ensure program content is aligned to and is an extension of the school day curriculum and school improvement goals. **7) Staff Recruitment and Retention:** 21st CCLC staff is actively recruited from within Pike Township and partner universities. Although CIESC Outreach Coordinator maintains direct oversight of the hiring, evaluation, and payment for 21st CCLC staff, all hiring practices must ensure staff (certified and classified) meet certification, safety, and health requirements of the school district. This includes School Board policies (po3122 and po4122) related to nondiscrimination and equal employment opportunities. Furthermore, in keeping with Board Policy 6450.01 related to supplier/contractor diversity, Pike Township believes that it should strive to ensure equal opportunity for participation of Minority and Women’s Business Enterprises through outreach initiatives. As Pike takes pride in its diversity, hiring practices also require outreach and partnerships with universities prominent in multicultural and urban education (IUPUI). CIESC will enlist the following steps to recruitment and retention of 21st CCLC staff.

21st CCLC Program Staff	
<u>LEA Lead</u> – Director of Curriculum & Programs	100% funded by the MSD of Pike Township
<u>Youth Services Manager</u> - Academic Support/ELL Specialist	75% funded by Title III and 25% funded by Title I
<u>Academic Advisor</u> - Teacher Liaison	\$35/hr. @ 5hrs/wk. funded by 21st CCLC
<u>Program Director</u> – CIESC Outreach Coordinator	67% salary funded by 21st CCLC
<u>Site Coordinators</u> – DRES (1), EES (1), SCES (1)	\$ 21 per hour funded by 21st CCLC
<u>Youth Workers</u> (classified) – 3 at each site (1:20)	\$ 14 per hour funded by 21st CCLC



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<u>Teacher Tutors (certified)</u>	\$ 35 per hour funded by 21st CCLC
<u>External Evaluator</u>	\$ 25,000 salary (6% allowable by grant) funded by 21st CCLC
<u>Summer School Staff</u>	\$ 25 (<i>Pike approved amount</i>) per hour funded by 21 st CCLC
<u>21st CCLC Program Staff Recruitment & Retention Plan</u>	
<ul style="list-style-type: none"> ● Seek the following characteristics in employees: <ul style="list-style-type: none"> ○ Willingness to make students “first” in all decisions ○ Willingness to support the mission of the 21st CCLC programs to serve Pike youth ○ Willingness to serve as a positive ambassador for the school district, sharing positive messages throughout the community ○ Willingness to invest in his/her professional development to strengthen skills and increase knowledge ○ Possess the appropriate license, skills and training to perform the assigned duties ○ Ability to work with a diverse population and challenge all students to succeed 	
<ul style="list-style-type: none"> ● Develop partnerships with local and area universities to help identify and attract the best candidates 	
<ul style="list-style-type: none"> ● List vacancies on district website, various list serve websites, professional organizations, and area universities 	
<ul style="list-style-type: none"> ● Conduct team approach interviews for candidates to fully assess individual talents and abilities 	
<ul style="list-style-type: none"> ● Provide all program staff a full-day orientation for procedures and expectations, as well as professional development 	
<ul style="list-style-type: none"> ● Invite to district professional development opportunities and educational conference during the summer 	
<ul style="list-style-type: none"> ● Support and training are provided by district specialists and partner staff as described in the required professional development template 	



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

The MSD of Pike Township has been operating out-of-school programs utilizing 21st CCLC programming for several years. The most recent 21st CCLC program, cohort 8, targets the middle and high school student populations and although not pertinent to the elementary schools that this grant will be targeting, two of our sites recently received the “Quality Leader Badge” from the Indiana Afterschool Network. For the purpose of this response, the evidence of previous success provided is based on the data from cohort 7 which consisted of elementary students. The 21st CCLC program for cohort 7 began during school year 2014-15 and concluded at the end of school year 2017-18. The external evaluator’s final executive summary provides the data as *evidence of previous success* with 21st CCLC programs in Pike Township focusing specifically on the last two years of the grant.

21st CCLC MSD Pike (Cohort VII)				
Total Number of Students Served by the Program Site During All Grant Periods				
Attendance Category	2014-15	2015-16	2016-17	2017-18
Attendance Target	60	65	70	75
Central Elementary School				
Less than 30 days	9	6	8	4
30-60 days	21	13	13	11
60 or more days	46	51	45	44
Total	76	70	66	59
College Park Elementary School				
Less than 30 days	2	3	6	2
30-60 days	17	9	4	8
60 or more days	42	62	64	64
Total	61	74	74	74



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Eastbrook Elementary School				
Less than 30 days	6	1	14	7
30-60 days	22	11	13	13
60 or more days	58	65	62	49
Total	86	77	89	69
Grand Total	223	221	229	202

Progress Toward Academic Performance Measures

Central Elementary School	
Results	Performance Measure and Annual Target
64%	70% of RAPs will meet or exceed their projected growth target on NWEA math in 2016-17.
75%	75% of RAPs will meet or exceed their projected growth target on NWEA math in 2017-18.
90%	80% of RAPs will earn a C or better in math by spring 2017.
88%	75% of RAPs will earn a C or better in math by spring 2018.
75%	70% of RAPs will meet or exceed their projected growth target on NWEA reading in 2016-17.
68%	75% of RAPs will meet or exceed their projected growth target on NWEA reading in 2017-18.
90%	80% of RAPs will earn a C or better in reading by spring 2017.
72%	75% of RAPs will earn a C or better in reading by spring 2018.
60%	80% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2017.
75%	85% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2018.

College Park Elementary School	
Results	Performance Measure and Annual Target
86%	70% of RAPs will meet or exceed their projected growth target on NWEA math in 2016-17.
82%	75% of RAPs will meet or exceed their projected growth target on NWEA math in 2017-18.
79%	80% of RAPs will earn a C or better in math by spring 2017.



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90%	75% of RAPs will earn a C or better in math by spring 2018.
75%	70% of RAPs will meet or exceed their projected growth target on NWEA reading in 2016-17.
77%	75% of RAPs will meet or exceed their projected growth target on NWEA reading in 2017-18.
91%	80% of RAPs will earn a C or better in reading by spring 2017.
92%	75% of RAPs will earn a C or better in reading by spring 2018.
49%	80% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2017.
79%	85% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2018.
Eastbrook Elementary School	
Results	Performance Measure and Annual Target
83%	70% of RAPs will meet or exceed their projected growth target on NWEA math in 2016-17.
82%	75% of RAPs will meet or exceed their projected growth target on NWEA math in 2017-18.
87%	80% of RAPs will earn a C or better in math by spring 2017.
82%	75% of RAPs will earn a C or better in math by spring 2018.
76%	70% of RAPs will meet or exceed their projected growth target on NWEA reading in 2016-17.
86%	75% of RAPs will meet or exceed their projected growth target on NWEA reading in 2017-18.
84%	80% of RAPs will earn a C or better in reading by spring 2017.
86%	75% of RAPs will earn a C or better in reading by spring 2018.
44%	80% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2017.
68%	85% of RAPs will have a positive behavioral rating on the annual teacher survey in spring 2018.

In order to provide high quality 21st CCLC programs, it is critical that the 21st CCLC staff receive meaningful professional development. Pike and its 21st CCLC partners provided a multitude of professional development opportunities throughout the entire grant period for cohort 7. The table below outlines most of the professional development activities for staff members.



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Professional Development Activity	Provider of Activity	Relevant Program Goal/Objective	Expected Staff Outcomes
<p>Workshops and Conferences (off-site)</p> <ul style="list-style-type: none"> • IDOE Trainings and Webinars • IYI Kids Count Conference • Indiana Summit on Out of School Time • NASA IGNITE! • Webinars and Face-to-Face Workshops • Project 18 Curriculum 	<ul style="list-style-type: none"> • IDOE • IYI • IAN & IDOE • IAN, IDOE, IYI, & WisdomTools • St. Vincent 	<ul style="list-style-type: none"> • Students (K-5) will meet or exceed state and local academic achievement standards in reading and mathematics. • Students (K-5) will improve behavior on measures of attendance, classroom performance; and decrease disciplinary actions. • Students and their families will increase involvement in educational, developmental, and recreational enrichment and support activities. 	<ul style="list-style-type: none"> • Ongoing program development and improvement • Increased knowledge of program resources • Increased knowledge of strategies to engage students in out of school time activities and programs
<p>District Workshops and In-Service (on-site)</p> <ul style="list-style-type: none"> • Reading/Lang. Arts • Math • Engagement and Active Learning Strategies • Meeting the needs of Diverse Populations including ELLs • Behavior Management – PBIS, Active Supervision • Hands-on STEM activities in after-school programs • Arts-related Literacy lesson development 	<ul style="list-style-type: none"> • Pike Professional Development Staff • ELL Staff • Title I Staff • Special Education Staff • Pike Behavior Support Team • Butler College of Education faculty • Arts For Learning teaching artists 	<ul style="list-style-type: none"> • Students (K-5) will meet or exceed state and local academic achievement standards in reading and mathematics. • Students (K-5) will improve behavior on measures of attendance, classroom performance; and decrease disciplinary actions. • Students and their families will increase involvement in educational, developmental, and recreational enrichment and support activities. • Students will increase and extend personal enrichment opportunities in STEM and Literacy development. 	<ul style="list-style-type: none"> • Demonstrates knowledge of improved instructional strategies • Increased knowledge of core curriculum • Increased knowledge of managing acting out behavior and positive behavior supports • Increased knowledge of research-based ELL instructional strategies • Increased awareness and knowledge of culturally diverse students and families • Increased use of hands-on STEM activities and engaging literacy lessons.



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<p><u>Embedded Training Within Staff Meetings</u></p> <ul style="list-style-type: none"> ● Parent Involvement/ Family Literacy ● Active Supervision/ Proper & Effective Discipline Strategies ● Using Technology Effectively ● Indiana Afterschool Standards ● SPARK Curriculum ● Tutoring/Homework Support ● Cultural Competency ● Effective strategies to provide homework help 	<ul style="list-style-type: none"> ● Program Director ● Title I Staff ● Site Coordinators ● Pike Professional Development Staff ● Special Education Staff ● CIESC Staff ● School Librarian ● Health/Wellness Staff 	<ul style="list-style-type: none"> ● Students (K-5) will improve behavior on measures of attendance, classroom performance; and decrease disciplinary actions. ● Students and their families will increase involvement in educational, developmental, and recreational enrichment and support activities 	<ul style="list-style-type: none"> ● Utilizes effective classroom management strategies ● Conducts transitions that maximize instructional time ● Establishes positive home-school connection ● Increased knowledge of expectations and standards for afterschool program ● Increased knowledge of effective use of technology resources ● Increased awareness and knowledge of culturally diverse students/families
<p><u>Supplemental Activities</u></p> <ul style="list-style-type: none"> ● Character Development/ Conflict Resolution ● CPR Training ● Project 18 Curriculum ● NASA Ignite! ● IN-QPSA Training ● Technology Tools – myOn, Think Through Math ● Hands-on STEM activities ● Arts-related Literacy lesson development 	<ul style="list-style-type: none"> ● District Behavior Support Team ● IDOE ● Pike Health and Wellness Staff (PEP) ● St. Vincent ● Butler University staff ● Pike Prep Staff ● Pike Counselors/ Interns ● CIESC Staff ● Academic Support Specialist ● NASA Ignite! ● Arts For Learning teaching artists 	<ul style="list-style-type: none"> ● Students (K-5) will improve behavior on measures of attendance, classroom performance; and decrease disciplinary actions. ● Students and their families will increase involvement in educational, developmental, and recreational enrichment and support activities ● Students will increase and extend personal enrichment opportunities in STEM and Literacy development. 	<ul style="list-style-type: none"> ● Establish a positive learning environment for all students ● Provide meaningful services to students from high poverty backgrounds ● Implement District Lifelines ● Demonstrate a safe and healthy environment ● Staff will be able to complete the IN-QPSA process ● Increased use of hands-on STEM activities and engaging literacy lessons.

During the 2015-16 school year, a 21st CCLC Monitoring Visit was conducted. No corrective action was given to Pike’s 21st CCLC Program based on this visit. For the past 15 years, the MSD of Pike Township has been offering high quality out of school programming through funding made available from 21st CCLC grants. The data provided document this previous success in order to replicate what worked well in 21st CCLC programs. Building on the lessons learned provides a strong foundation from the start for these three new 21st CCLC programs in this Cohort 10 application.



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PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

The *Implementation Table* outlines 21st CCLC program objectives, performance measures, assessments, and activities for each goal to address the various needs of the whole child. All activities and curriculum are evidence and/or research-based with source citations listed in the Implementation Table within each goal section. All activities are planned to provide a well-rounded, out-of-school program with numerous opportunities for academic instruction and practice; English and academic language development; social-emotional learning; youth empowerment and social justice projects; and cultural explorations for intercultural awareness development. Family events and activities are designed to promote English language acquisition, literacy development, child development in pro-social behaviors, and cultural explorations and celebrations. The 21st CCLC program strategically partners and collaborates with community agencies, curricular programs, and key district staff to actualize activities to ensure positive outcomes for participating students and their families. All 21st CCLC staff receive PD that develops their ability to facilitate program activities to be implemented at high levels including strategies for developing students' growth mindsets, personal and collective empowerment, social-emotional awareness, vocabulary, and oral and academic language acquisition especially among English learners of varying proficiency levels.

<u>Program Implementation Table: Goals, Objectives, Activities, Performance Measures and Assessment Strategies</u> <i>* All objectives, activities, performance measures and assessment strategies are identical for each program site – DRES, EES, & SCES. *</i>				
Program Goal	Program Objectives	Program Activities	Performance Measures/Annual Targets	Assessment Strategies
1) Improve Academic Achievement: Students (2-5) will meet or exceed state and local academic	1.1 Increased number of students will meet or exceed NWEA projected growth targets on ELA and Math as measured against baseline.	Each program site will host summer and before/after-school programs each school year: Tutoring in reading (CIESC) - LitART LEARN Curriculum; ILEARN Tutoring (Pike teachers); Supported Math Practice using Go Math! Animated Math Models Lessons;	1.1 60% of RAPs will meet/exceed NWEA projected Reading fall to spring growth targets 1.2 60% of RAPs will meet/exceed NWEA projected Math fall to spring growth targets	NWEA growth in reading & Math NWEA scores in reading & math



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<p>achievement standards in reading and mathematics</p>	<p>1.2 Increased number of students will meet or exceed NWEA projected growth targets on Math as measured against baseline.</p> <p>1.3 Increased number students who earn/maintain passing grades ELA and math</p> <p>1.4 Increased number English Learner students who improve oral communication skills using academic language.</p>	<p>LitART LITMATICS; & You Cubed- How to Learn Math student course on developing a growth mindset www.youcubed.org/online-student-course; -Homework assistance; Imagine Language and Learning for ELLs; Rosetta Stone Foundations for ELLs; Academic Language Development Games; Summer Enrichment – emphasis on <i>Social-Emotional Learning</i> to prepare students for academic and social success; Family involvement – Literacy/Math/SEL Nights; Eyes on Pike Community Fair; CLEAR computer lab; Urban League Programs with students and families; Adult English classes; book give-a-ways (includes bilingual texts)</p>	<p>1.3 70% of grade 3-5 RAPS will earn a C or better in ELA from fall to spring. 70% of grade 3-5 RAPS will earn a C or better in Math from fall to spring. 70% of grade 2 RAPS will earn an S or better in ELA from fall to spring. 70% of grade 2-5 RAPS will earn an S or better in Math from fall to spring.</p> <p>1.4 70% of ELL students will improve oral language scale score from 2020 to 2021 on WIDA Access</p>	<p>Report Cards WIDA Access Scores</p>
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Afterschool Alliance (Nov. 2017). *What does the research say about afterschool?* Retrieved from: <http://afterschoolalliance.org/documents/What Does the Research Say About Afterschool.pdf>

- Positive impacts of afterschool programs include improved student engagement, boost in school day attendance, closes achievement gap, improves academic performance specifically foundational skills, and makes gains in math.

Claro, S., Paunesku, D., and Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proc. Natl. Acad. Sci. U.S.A.* 113, 8664–8668. doi: 10.1073/pnas.1608207113 <https://www.pnas.org/content/113/3/8664>

- Students from wealthier backgrounds are more likely to have a growth mindset than their more impoverished peers.
- Economically disadvantaged students achieve at higher levels if they believe that intelligence is changeable rather than static
- Students with a growth mindset outperform peers at all family income levels.

Hall, G., Poston, K. F., & Dennehy, J. (2017). Summer learning programs: Investigating strengths and challenges. In *After-School Programs to Promote Positive Youth Development* (pp. 1-20). Springer, Cham.

- Summer learning programs can be effective and are likely to have positive impacts when they engage students in learning activities that are hands-on, enjoyable, and have real-world applications.



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<p>Walqui, Aida & Heritage, Margaret (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. American Educator. Fall 2018 Retrieved from https://www.aft.org/ae/fall2018/walqui_heritage</p> <p>Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V., Skarin, R., Weiss, S., & Malamut, J. (2017). Principles for the Design of Mathematics Curricula: Promoting Language and Content Development. Retrieved from Stanford University. UL/SCALE website: http://ell.stanford.edu/content/mathematics-resources-additional-resources</p> <ul style="list-style-type: none"> English learners of all proficiency levels can learn language and content simultaneously given the appropriate scaffolds and language routines to make meaning of their learning Students need repeated, spiraled practice to develop stronger ideas that are well-reasoned and clearer with more precise language 				<p>Annual Teacher Survey Data</p> <p>School Discipline Data</p>
<p>2) Improve Social and Behavioral Outcomes: Students (2-5) will improve outcomes on measures of program attendance, classroom behavior; and decreased disciplinary actions.</p>	<p>2.1 Increased number of students will exhibit positive behavior in the classroom</p> <p>2.2 Increased number of students will have reduction in discipline referrals</p>	<p>Each program site will host summer and before/after-school programs each school year that includes:</p> <p>Prosocial skill development – Second Step, mentoring, Playworks, Tribes; LitArt Click SEL program; Service-learning & social Justice projects; Arts for Learning – Interactive SEL workshops; Recognition Celebrations; Family Involvement – Literacy/math/SEL Nights; Playworks Family Newsletters; Eyes on Pike Community Fair</p>	<p>2.1 70% of RAPs will have a positive rating in behavior on the annual teacher survey (#1 - <i>behaving well in class</i>) in spring.</p> <p>2.2 70% of RAPs will have decreased number of discipline referrals from fall 2021 to spring 2022.</p>	
<p>Afterschool Alliance (March 2015). <i>A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life</i></p> <ul style="list-style-type: none"> Afterschool programs help in keeping children safe and healthy; and have a positive impact on children's self-concept and decision making Helping working families and encouraging parental participation <p>Afterschool Alliance (Nov. 2017). <i>What does the research say about afterschool?</i> http://afterschoolalliance.org/documents/What Does the Research Say About Afterschool.pdf</p> <ul style="list-style-type: none"> Decreased disciplinary incidents: a statistically significant relationship between students regularly attending the program and fewer school-day disciplinary incidents. Improved decision-making skills: students participating in the program reported significantly higher self-regulation and significantly fewer problem behaviors than their peers who did not participate in the program. Decreased risky behaviors: students who participated in an afterschool program exhibited significant improvement in their feelings and attitudes and indicators of behavioral adjustment. Students in programs also saw reductions in drug use and problem behavior, such as aggression, noncompliance, and conduct problems. <p>Dusenbury, L., & Weissberg, R. P. (2017). "Social Emotional Learning in Elementary School: Preparation for Success." https://healthyschoolscampaign.org/wp-content/uploads/2017/04/RWJF-SEL.pdf</p> <p>Edna Bennett Pierce Prevention Research Center, Pennsylvania State University. Retrieved from https://healthyschoolscampaign.org/wp-content/uploads/2017/04/RWJF-SEL.pdf</p>				



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- Positive social behaviors, less emotional distress, fewer conduct problems, and improved academic achievement are benefits
 - Recommendations are: Adopt developmentally appropriate, culturally/linguistically sensitive, evidence-based SEL programs in order to improve social, emotional, academic success; professional development to educators to ensure high quality implementation; support SEL school-wide, & family/community partnerships
- Scott, K. E. & Graham, J. A. (2015). Service-learning: Implications for empathy and community engagement in elementary school children. Journal of Experiential Education. Ewing, NJ: The College of New Jersey.**
- In summary, this study showed service-learning has an overall positive effect on empathy and community engagement in elementary school students.
 - Understanding this connection has implications for future citizenship, community engagement, altruism, and empathy.
 - Considering decreasing trends of empathy and community engagement in adolescents and young adults in the past 10 or more years, working to instill these characteristics in childhood is becoming more crucial.

<p>3) Promote SEL: Students (2-5) will increase character enrichment opportunities focused on Social Emotional development and youth empowerment.</p>	<p>3.1 Increase students' understanding of the eight (8) social-emotional competencies</p> <p>3.2 Increased number of students who improve prosocial behaviors in peer groups</p>	<p>Each program site will host summer and before/after-school programs each school year that includes:</p> <p>Prosocial skill development – Second Step, mentoring, PBIS, Playworks, TRIBES, LitArt Click; service-learning & social justice projects; Arts for Learning - SEL workshops; Pike Police - Restorative Practices; Mentoring Programs – Young Men of Purpose and Girls' Inc.; Family Involvement – Literacy/math/SEL Nights; Playworks Family Newsletters; Eyes on Pike Community Fair</p>	<p>3.1 70% of RAPs will increase social-emotional competency based on a valid self-reporting survey.</p> <p>3.2 70% of RAPs will demonstrate prosocial behaviors in peer groups based on teachers' ratings of students' (Teacher survey #1- <i>getting along with other students, responsible decision making</i>) social emotional development by Spring 2022.</p>	<p>Assessment of Social & Emotional Competency through a student survey</p> <p>SEL Rating Scale on students</p>
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- McKown, C., & Herman, B. (2020). SEL assessment data to support positive social and emotional development. University Park, PA: Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University <https://files.constantcontact.com/df591f85401/417dd15-eac5-4753-9b72-4e436e467969.pdf>**
- Research suggests: There is a relationship between social-emotional competencies and student outcomes. In short, the more developed a student's social and emotional competencies, the better students do in school and in life regardless of economic, race/ethnicity, and gender.
 - Assessing SEL competency and growth have major impact on teaching & learning for diverse learners instruction is intentionally focused on nurturing SEL; professional learning is provided to support educators' understanding of SEL frameworks, standards, & appropriate instruction and formative/summative assessments.
- National Commission on Social, Emotional, and Academic Development (2019). From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, & Academic Development. The Aspen Institute National Commission on Social, Emotional, and Academic Development. Washington, DC. Retrieved from: <http://nationathope.org/report-from-the-nation-download/>**
- Social, emotional and cognitive competencies develop throughout our lives and are essential to success in schools, workplaces, homes, and communities.



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<ul style="list-style-type: none"> Social, emotional, cognitive, linguistic, academic development are deeply intertwined in the brain and in behavior and are central to learning 			
<p>4) Increase Family Involvement: Students and their families will increase involvement in educational and personal enrichment activities</p>	<p>4.1 Increased number of family opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school</p> <p>4.2 Increased number of students and families will attend targeted school-sponsored events</p>	<p>Each school year program sites will participate in and host summer and before/after-school program activities that include:</p> <p>21st CCLC Showcase at Eyes on Pike Community Fair; Family Literacy/Math/SEL Nights; Multi-cultural Fair; Urban League Programs with students and families; Arts for Learning SEL & Cultural Interactive Performances; Adult English Language Classes; Book give-a-ways (including bilingual texts); and, Playworks Family Newsletters</p>	<p>4.1 70% of RAPS families will report checking their student's homework daily.</p> <p>4.2 70% of RAPS family will participate annually in a community-based capacity-building event (e.g. ESL classes, Read and Rise).</p>
		<p>Parent Surveys Family Event Feedback Surveys</p>	
<p>Erbstein, Nancy & Fabionar, James O. (2019). Supporting Latinx Youth Participation in Out-of-School Time Programs. <i>After-school Matters</i>, (p.17-27). National Institute on Out-of-School Time. Wellesley, MA: Wellesley Centers for Women. https://files.eric.ed.gov/fulltext/EJ1208384.pdf</p> <ul style="list-style-type: none"> Programs that attract Latinx participation should: contend with physiological & social effects of discrimination; support positive ethnic identity; integrate extended understanding of youth development in differing cultural contexts; respond to economic poverty; cultivate partnerships in the Latinx community and with families. <p>McAlister, S. (2013). <i>Why community engagement matters in school turnaround. Voices in Urban Education.</i> 35 – 42. Providence, RI: Annenberg Institute for School Reform.</p> <ul style="list-style-type: none"> Family engagement positively impacted a range of student outcomes, including grades, course rigor, test scores, social skills, and behavior. Skill building for parents, especially when focused on specific skills for supporting their children's academic progress and advocating for their children, enhances their sense of efficacy and in turn reinforces more active roles. <p>Nye, C., Turner, H. M., & Schwartz, J. B. (2006). <i>Approaches to parental involvement for improving the academic performance of elementary school children in grades K–6.</i> London: The Campbell Collaboration. Retrieved from: http://campbellcollaboration.org/doc-pdf/Nye_PI_Review.pdf</p> <ul style="list-style-type: none"> Involve parents in academic-related activities outside of school to improve academic performance of children in school 			



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PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1) Communication Plan: (a) The Program Director, Program Manager and Site Coordinators will meet with school principals at the start of the school year to review a responsibility checklist that covers expectations, outcomes, and shared responsibilities. 21st Century annual evaluations are shared with school administration. Bi-annual reports are presented to the Advisory Board and shared with the School District and the School Board. The afterschool site coordinators consistently communicate with building principals and the teacher liaison to help support areas of need and maintain alignment. (b) Pike serves as the LEA, maintaining access and use of student academic records and achievement data to monitor program objectives and outcomes. As such, data will be collected with the oversight of the Program Director, Coordinator of Data Analysis and Research, and External Evaluator, collaborating with program staff/partners. Site Coordinators will provide the student/program data to the Coordinator of Data Analysis and Research, who has significant experience with *Cayen*. The district ensures confidentiality of student records in accordance with Board policy that adheres to state and federal law. Student progress and information requires two-way communication between project joint applicants; CIESC, site coordinators, school staff, students, and families. To enhance communication between after-school program and school day staff, a Pike teacher liaison will serve at each site (Job Description in Appendix B) and all teacher tutors will be sought first from Pike staff directory. The certified tutoring staff will have access to curriculum maps and assessment resources, along with state and local assessment data to support the tutoring curriculum (LitART LEARN Literacy and LITAMATICS) that will focus on text comprehension (read-to-learn), response to reading (writing) and mathematics connected to text with real-life problem-solving that will lead to student success within the classroom as well as local and state assessments. An alignment of in-school and out-of-school time will be evident as teacher liaisons work collaboratively with school day and 21st CCLC staff to ensure student success. CIESC will recruit qualified staff for all staffing positions, looking first within Pike. (c) Pike's data and successes are shared with the community via social media, brochures and flyers. They are made easily accessible at the administration building as well as all schools and are sent out by targeted



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email campaigns. A description of program services, site locations, how to access services, and who to contact for more information are always included. (d) Information on student progress is shared with teachers, school administrators and parents regularly. This communication takes place face-to-face during program hours with the school staff and with parents when students are picked up after school. Information is also shared by telephone calls, e-mail and written notes when necessary and appropriate. Site Coordinators document monthly conversations with parents to show compliance. On-going communication systems will ensure effective and timely processes (e.g. monthly staff meetings, family meetings/events, student/parent conferences as needed, phone calls/email messages, newsletters, school/district websites, and social media).

2) 21st CCLC Terminology: The 21st CCLC program will promote student participation on websites, social media, brochures, letters, and flyers sent out in English and Spanish. 21st CCLC program representatives will recruit program participation during registration events, Back-to-School Night, Parent/Teacher/Student Conferences as well as promote the 21st CCLC programs at family involvement events such as Literacy/Math Nights and Family Fitness events, and other school and district events. Pike's 21st CCLC marketing plan will include the components of a quality-marketing plan (vision, goals/purpose, successes/outcomes, target audience, benefits, promotions and marketing materials, and service partners) to reach targeted students and families, meet program goals, and engage the entire school community. Pike will also work with local service organizations such as the Fay Bickard Glick Neighborhood Center (FBGNC) that service this school community for support in recruitment, retention, and evaluation of services. The 21st CCLC logo will be placed on all communications and promotional materials to increase public awareness and support for 21st CCLC programs and funding across the nation.



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PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1) **Professional Development Plan**: Pike has optimized its vast resources to provide high quality, in-house professional development (PD) to Pike teachers, instructional assistants, and 21st CCLC staff during non-school hours and during the summer months. The completed [Professional Development Plan template](#) is detailed in Appendix C. The professional development plan template outlines all year 1 activities and clear alignment to CYC competencies, Indiana After School Standards, priority areas, and ultimately the M.S.D. of Pike Township's 21st CCLC Cohort 10 program goals and objectives. Additionally, Pike's PD plan activities correlate to the RISE Teacher Effectiveness Rubric's best instructional practices, the **Indiana Academic Standards**, and are guided by each school's **school improvement plan**, as well as the district's Strategic Plan. Professional development activities specific to 21st CCLC staff are guided by the 21st CCLC program goals relative to the **Indiana Afterschool Standards**, **Indiana Social-Emotional Learning Competencies**, results from program evaluations including the Indiana Quality Program Self-Assessment (IN-QPSA), student achievement data, and ongoing assessment of staff needs. CIESC staff provide training and oversight of certified teacher tutors, and other curriculum-related training. All 21st CCLC staff will be selected through collaboration between Pike and CIESC. Thus, the Pike 21st CCLC program will have staff with previous teaching and program experience in Pike. With that in mind, program staff also participate in district PD and have knowledge of programs, curriculum, and "effective practices."

2) **Assessment**: The Program Director will conduct a **focus group** during the **pre-program orientation** to ensure PD program design elements address staff needs/interests. The 21st CCLC staff participate in all **required IDOE-sponsored professional development** including program orientation, regional meetings, and the Indiana Summit on Out-of-School Learning. In addition, 21st CCLC staff attend other conferences such as the Kids Count Conference and the 21st CCLC Multi-State Conference. 21st CCLC staff development sessions are designed to ensure the effective execution of program activities so that program goals and objectives are met. The **effectiveness of professional development activities** will be determined by professional



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development activity **surveys** completed by participants, **quarterly program quality implementation checks** by the Academic Support Specialist and the Program Manager, and by the **performance measures and assessments** of program goals and objectives. In addition, **feedback** from the Program Evaluator, IDOE monitoring visits feedback (if applicable), and annual **IN-QPSA** data will be used to assess the effectiveness of professional development. Adjustments to professional development activities will be made as needed to ensure that program staff are equipped with the knowledge and resources necessary to provide high-quality 21st CCLC programs that result in reaching program measure targets.

3) Staff Plans: Program quality depends on highly trained, out-of-school time program leaders, teacher liaisons, certified teacher tutors, and program assistants. Professional development activities provide staff the **knowledge and resources** to provide fun, innovative, and academically enriching experiences to engage students participating at all Pike 21st CCLC program sites. Each level of program staff receives specialized professional development to ensure that program policies, procedures and activities are both understood and implemented effectively so program goals and objectives are accomplished in a safe, supportive environment. Each site has a teacher liaison who provides day-to-day support to program staff especially in regards to connecting during-the-day learning to out-of-school time (OST) program activities. Improved reading and math student achievement are goals of the 21st CCLC program so resources, PD and high-quality staff are put in place to ensure that annual performance measure targets are met. The teacher liaison provides curricular support to site coordinators and program assistants so that they, in turn, can support students during literacy, math, and homework activities. Program leadership staff either facilitate or attend all professional development activities to actively participate with other 21st staff, improve their knowledge of evidence-based practices in out-of-school programs, and/or to provide expertise on identified topics.

- The **Program Manager** and **Academic Support Specialist/ELL Coordinator** plan to attend the 2021 Multi-State Conference to learn about effective practices, OST related programs, potential partnership agencies, and obtain resources for Pike 21st CCLC sites.



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- **Site Coordinators** oversee the day-to-day program activities, interact with school and 21st CCLC staff, students, and families, and ensure that the OST environment is supportive, inclusive, and well managed. Prior to **staff orientation**, **Site Coordinators** meet with the **Program Manager** to review the goals, objectives, curriculum, program schedules, and activities. They also review procedures, policies, safety plans, clarify information, and to collaborate on ideas to improve the program. Site Coordinators are also responsible for maintaining a safe, positive, culturally relevant and sustaining environment where youth feel accepted and empowered. The M.S.D. of Pike Township has an increasing population of immigrants and is largely populated by historically minoritized students and families. To that end, site coordinators will be expected to attend sessions on topics about equity, inclusion, and culture at the **Kids Count Conference** and to participate in a **Youth Today Culturally-Based Program Support for ELLs in OST webinar**. Information and resources gained at conferences, webinars, meetings, etc. will be brought back and shared with **program assistants** during regular program staff meetings.
- **Teacher Tutors** will have professional development specific to the **LitArt LEARN** curriculum that will be used to **improve academic achievement** of participating students in the areas of **reading** and **writing**. They will provide continuous communication to the teacher liaison about student progress that will be shared with site coordinators, classroom teachers, and parents/guardians.
- Qualified and capable **Program Assistants** are integral to student success. Program assistants work with students and staff in the M.S.D. of Pike Township schools during the school day. As Pike instructional staff, they receive extensive professional development on **student management**, **Positive Behavior and Intervention Supports**, **literacy and math instructional practices**, and **English language development**. Program assistants participate in numerous professional development activities for the 21st CCLC program including **staff orientation** that includes learning about **student management strategies**, **safety procedures**, creating a **positive OST environment**, and information about the



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goals, objectives, all program activities, including **family engagement** events and special programs provided by **program partners**.

- **Program Assistants** and **Site Coordinators** will participate in professional development focused on equipping them with the knowledge and resources needed to facilitate out-of-school-time program activities that are fun, engaging, and focused on **student achievement** and **enrichment**. Program Assistants are responsible for implementing **LitArt CLICK**, a literature-based SEL program and **LitArt LITAMATICS**, a literature based **mathematics** program. **Program Assistants** along with the **Program Manager**, **Site Coordinators**, and the **Academic Support Specialist** will receive virtual professional development from **LitArt** staff. Program assistants will have ongoing implementation support from the Program Manager, Site Coordinators, and the Academic Support Specialist. Program assistants will receive professional development on **academic language development games** and how to promote **English's learners' oral English language development** through relevant, engaging **interaction routines** and **academic conversations**.

An important part of any successful youth program is to engage parents/guardians by building their capacity to meet the developmental and academic needs of their child beyond the school day. Results from prior **Indiana Quality Program Self-Assessments (IN-QPSA)** indicate that 21st CCLC staff can benefit from participating in professional development to learn meaningful ways to **engage parents** to build home-school partnerships. Partnerships between students' homes and school are important for meeting Pike's 21st CCLC program goals and objectives. The Program Manager is committed to developing the capacity of 21st CCLC staff members in the area of family engagement. **Site Coordinators**, **Program Assistants**, and **21st CCLC leadership staff** will participate in over eight hours of **family engagement professional learning** including three sessions with community partner, The **Indianapolis Urban League**, on family literacy programs and a two-hour session on **Building Powerful Partnerships with Families** from an in-house C.L.A.S.S. trainer.



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Pike's 21st CCLC Cohort 10 priority focus area is developing student's Social Emotional Competency. An extensive amount of professional learning and program support through district and community partners will be for **Social Emotional Learning**. The **Program Manager** and the **Academic Support Specialist** will participate in twelve (12) hours of **Restorative Practices** workshops by **Peace Learning Center** so that they can support the implementation of **Restorative Response Circles** at program sites. The **Program Manager**, **Site Coordinators**, **Program Assistants**, and the **Academic Support Specialist** will participate in **The Tribes Afterschool Curriculum Virtual Experiential Training**. Tribes will be the primary SEL program that will be implemented to help students **improve classroom behavior, get along with others**, and learn **self-regulation strategies** by gaining **social emotional competency**, a goal of the program. In addition, **Program Assistants** and **Site Coordinators** will learn how to facilitate play by creating safe, healthy, & respectful environments through **Playworks** professional learning. Playworks game and play strategies help **program staff assist children in overcoming barriers** and to **solve conflicts with peers**.

4) Enhancing Quality: All professional development activities serve to enhance program quality and to support efforts to reach program goals. All professional development activities are designed to build 21st CCLC staff capacity to **increase student achievement** in literacy and mathematics. **Academic English** development in **English learners** is important for meeting achievement goals; therefore, 21st CCLC staff need professional development in order to **implement engaging, culturally-relevant language acquisition games and activities**.

Student's social-emotional health is tantamount to improving achievement outcomes so PD in implementing quality SEL strategies to **improve students' behavior** in the classroom, improve students' **relationships with others**, to develop their own social-emotional awareness are necessary for lifelong success. Part of the Pike community are our students' families. To that end, professional development around **family engagement** is crucial for realizing the goal of building **meaningful partnerships** between home and school for student success.



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EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1) **Evaluation Plan:** Evaluation of 21st CCLC programming provided by MSD of Pike Township will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Implementation of high-quality out-of-school-time programming will be conducted through annual site visits to each program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visits will provide much of the formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program progressing toward its performance measures included in the *Program Implementation Table* presented in section 8 of the proposal. Data collection and assessment strategies used to track progress towards performance measures are described in detail below and are noted to the *Program Implementation Table* in section 8.

- **Type of Data to be Collected** – Daily attendance, demographics, math and reading grades, WIDA Access data, and reading and math assessment results will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).
- **When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management



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system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results reported each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will follow each year of the grant.

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics
March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Academic/school-based data: Grades; NWEA, WIDA	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as local assessments (NWEA, WIDA Access) and the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.
- Utilizing Data for Program Improvement** - Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the



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site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

- 2) **Local Evaluator:** MSD of Pike Township has retained the services of Limelight Analytics to provide evaluation services for proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with program stakeholders to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King’s evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school districts and community-based agencies.



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- 3) **Strategies of Measurement:** Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Program Implementation Table* in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the *Indiana 21st CCLC Performance Measurement Framework: Academic, Social/Behavioral, and Family Engagement*. All proposed performance measures represent outcomes (e.g. changes in the knowledge, attitudes and/or behavior of 21st CCLC participants or their family members), as required by IDOE. In addition, the total number of performance measures does not exceed the maximum of 12 allowed by IDOE. Finally, performance measures have been included to assess outcomes related to priority areas of programming (e.g. Social Emotional Learning).

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades and NWEA and WIDA, the formative assessment instruments used by MSD of Pike Township. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be securely stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

Although the *Indiana 21st CCLC Performance Measurement Framework* does not require that performance measures include metrics representing program attendance, participants' attendance patterns represent critical indicators of success for delivering consistent levels of academic, social, and behavioral support to Indiana students. As such, program attendance data will be tracked daily for all participants and regularly updated in the Cayen Systems 21 APR data management system. Using reports generated from Cayen Systems, these data will be reviewed quarterly by program leaders and the evaluator to ensure each program site is progressing toward meeting the RAP targets set forth in this proposal.



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SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

Transportation To and From: Since the after school program sites are located at the schools, school bus transportation is provided upon dismissal from the program. The Pike Transportation Center ensures all buses are properly cleaned and serviced, as well as provides training to develop and maintain superior driving skills. Buses will be disinfected prior to and following each route. Guidance regarding the use of face coverings both at the program site and on the bus will be created for staff and students based on national, state or local guidance at that time. To aid in the prevention of spreading germs, bus drivers will provide hand sanitizer when students enter the bus prior to sitting and students will be asked to sit in assigned seats. In addition, all drivers are trained in first aid and are CPR certified. The drivers receive training in evacuation procedures, hostage situations, bomb threats and searches. The district maintains vehicles that are handicapped accessible and train drivers to properly handle the entrance and exit of the special needs' population. The Pike transportation program meets public school requirements/guidelines set forth by Indiana.

Needs of Working Families: Pike transportation services assure all students equal access to the 21st CCLC program. Providing safe, reliable transportation helps working families overcome a significant obstacle to program participation. Buses will leave the sites at 5:30 with home arrival by approximately 6:30 PM. Parents are secure in knowing that their children, once they board their school bus in the morning, will be in a safe environment during the school day, and will be safely transported to a familiar bus stop. Parents will also be given the site program coordinator's phone number and email. All 21st CCLC staff will supervise drop off/pick up to ensure that each student boards the correct bus or leaves with the designated family member.

On-site Safety: The health, safety, and wellbeing of our students, staff, and their families are our top priority for the after-school program. With that in mind, each of the targeted schools will serve as the program site for the 21st CCLC. Thus, all safety protocols, mandated by the school district will be applicable to the 21st CCLC after school program. This protocol includes guidelines and safety measures for Covid-19, an ID criminal check system (LobbyGuard) prior



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to entering the school premises and a sign-in and a sign-out procedure upon exit or withdrawal of a student. All program staff will be familiar with the protocols (through orientation training) and expected to abide by all safety policies. For security purposes, the site coordinators will have immediate access to technology and phones. They can contact school police, if necessary, as well as parents of participants. Further safety measures aligned to program quality and the Indiana Afterschool Standards include staff training in first aid, Child & Youth Care Credentialing, and emergency procedures and protocols. Also, student-friendly disinfectant wipes for surfaces, along with hand sanitizer, will be available for cleaning and disinfecting procedures at each program site. Pike maintains quality facilities with the highest level of security systems in place (e.g. 24/7 Pike Police Department, Crisis procedures, Airship camera monitoring systems in all schools, Airphones that require guests to announce who they are before entrance into the school building). Pike has also been recognized by the Environmental Protection Agency for its Integrated Pest Management Program. All 21st CCLC after school staff will follow the procedures and protocols of the school district for emergency drills, access to buildings, use of equipment, and visitors/volunteers (e.g. LobbyGuard, required background check). Playground equipment meets all required safety standards; however, there is a protocol for reporting any safety hazards through our work order system. Safety protocols relative to Indiana Rule 4.6 School-Age Child Care Programs will be reviewed with all staff prior to the start of the program. Pike 21st CCLC programs will continue to adhere to the appropriate supervision standards of fifteen students per one adult supervisor. In addition, the Indiana Afterschool Standards will be reviewed, posted, and assessed during the annual IN-QPSA assessment.

Hiring Practices: Pike program staff members (certified and classified) will meet all certification, safety, and health requirements of the school district. CIESC will oversee hiring, evaluation, and payment for classified 21st CCLC staff at these sites. **Background Checks:** The Human Resources Department, the Program Director, and CIESC Program Manager will collaborate to hire and retain high quality program staff. All prospective staff and volunteers will be required to submit background checks and produce appropriate and valid



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identification/documentation/credentials in accordance with the Pike Human Resources policies. As described in the Program Design section of this grant, Pike takes pride in its diversity and the hiring practices also require outreach and partnerships with universities prominent in multicultural and urban education (IUPUI). CIESC will enlist a thorough recruitment and retention of 21st CCLC staff.

<u>21st CCLC Program Staff Recruitment & Retention Plan</u>
<ul style="list-style-type: none"> ● Seek the following characteristics in employees: <ul style="list-style-type: none"> ○ Willingness to make students “first” in all decisions ○ Willingness to support the mission of the 21st CCLC programs to serve Pike youth ○ Willingness to serve as a positive ambassador for the school district, sharing positive messages throughout the community ○ Willingness to invest in his/her professional development to strengthen skills and increase knowledge ○ Possess the appropriate license, skills and training to perform the assigned duties ○ Ability to work with a diverse population and challenge all students to succeed
<ul style="list-style-type: none"> ● Develop partnerships with local and area universities to help identify and attract the best candidates
<ul style="list-style-type: none"> ● List vacancies on district website, various list serve websites, professional organizations, and area universities
<ul style="list-style-type: none"> ● Conduct team approach interviews for candidates to fully assess individual talents and abilities
<ul style="list-style-type: none"> ● Provide all program staff a full-day orientation for procedures and expectations, as well as professional development
<ul style="list-style-type: none"> ● Invite to district professional development opportunities and educational conference during the summer
<ul style="list-style-type: none"> ● Support and training are provided by district specialists and partner staff as described in the required professional development template



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PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

The 21st CCLC leadership will use a multi-faceted program stability plan that includes *increasing local capacity for funding, outreach to community partnerships, advocacy for 21st CCLC programming, and setting benchmarks for improvement.* The district will explore internal and external funding sources to maintain and *increase capacity* for the 21st CCLCs. Pike will analyze the feasibility of funding centers by monitoring education fund balances as well as other funding sources. As described in the Partnership section of this grant application, Pike utilizes other grant resources such as those provided by local, state, and federal grants to support students, staff and programming in the 21st CCLC after-school programs. Pike will continue to identify grant opportunities and develop grant proposals to sustain successful components of the after-school programming. Pike will extend *outreach* efforts with university, business, and organizational partnerships like those described in this grant project to leverage long term sustainability with existing and future partners. The district will conduct ongoing development of new partners, creating opportunities for two-way joint funding, staff sharing, community buy-in and leveraging of resources. Using the Pike 21st CCLC Partnerships/Collaboration/Contributions table on p. 21 the following stakeholders will be targeted for long-term strategy-building and sustainability planning.

<u>CONTACT NAME</u>	<u>INFORMATION AND FUNDING RESOURCES</u>	<u>NOTES & NEXT STEPS</u>
IUPUI	Urban education, ELL support strategies, PD on Enduring Principles of Learning	Inquire about university student tutors for ELLs
Indiana Afterschool Alliance	Advocacy for afterschool programs, multiple levels of involvement, expertise on impact and resources	increase use of and participation in resources for day-to-day 21st CCLC staff
Midwest and Plains (MAP) Equity Assistance Center	Active district partner providing PD and joint assessment of current policies and practices for equity	Consult Pike leadership team for strategies to support equitable practices in the 21st CCLCs



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Butler University (SEL)	Active district partner relative to SEL	Consultation with university staff on SEL, renew counseling intern hours to support 21st CCLC
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Advocacy for the 21st CCLC Programs begins with a targeted group of stakeholders on the Advisory Committee, creating and sustaining momentum through stakeholder engagement and strategic planning. This network of stakeholders will impact program sustainability, sharing the program successes (marketing plan) and making data driven refinements to improve efficiency and effectiveness throughout the life of the grant. **Benchmarks for improvement** will be identified through an annual cycle of evaluation that includes mid-year site visits, an analysis of data, identification of high-quality practices, and implementation of specific strategies for program improvement. To this end, Pike’s 21st CCLC year one goal will focus on monitoring **evidence-based curriculum for fidelity and impact**. Although Pike benefits from use of existing talents of school staff in supervising, tutoring, and overseeing day-to-day operations; program decisions and recommendations for improvement must be based on both short- and long-term outcomes. Quarterly meetings will be designed by the Program Director, Youth Service Manager, and LEA leadership to review the progress data of evidence-based curriculum, identify areas for improvement, and ensure implementation of identified strategies. It is incredibly important that the human capital and resources from all constituents be linked to the 21st CCLC after-school program goals/objectives/outcomes. This collaboration increases the potential for sustainability and improves the connection with after-school program development.



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APPENDIX A
MEMORANDUM OF UNDERSTANDING (MOUs)

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Central Indiana Educational Service Center
3500 DePauw Blvd
Suite 2020
Indianapolis, IN 46268**

The MSD of Pike Township and Central Indiana Educational Service Center have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will begin in August 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
OR
- It is anticipated that the grant activities will begin August 2021 and will occur 15 consecutive weeks each semester Monday-Thursday, after school. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
- The anticipated funding for this project will be approximately **\$207,210.59** for oversight of the program as well as **\$33,350.00** for additional contracts for a total of **\$240,560.59**.

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

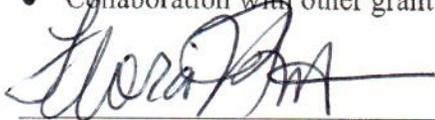
The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- 21st CCLC Program management at three elementary school sites
- Hire, train, schedule, pay, and evaluate program staff who will provide afterschool tutoring and activities for participants
- Staffing that includes 1 site coordinator and one staff for every 15 participants at each elementary school site
- Collaboration with Pike program staff to schedule appropriate student and family programs throughout the year

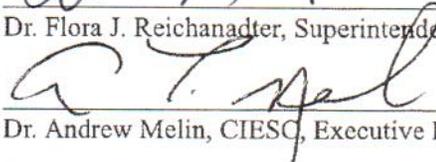
- Ongoing staff training and adjustments as needed to meet student and program needs
- Trained teachers to provide small group tutoring to students two times a week for a minimum of 15 weeks during the afterschool program period.
- One hour standards-based (Critical Indiana Academic Standards), grade appropriate, tutoring curriculum in reading and math
- Focus on recruitment and retention of students to obtain minimum of 45-day attendance in afterschool program
- Data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff



Dr. Flora J. Reichanadter, Superintendent

8-11-2020

Date



Dr. Andrew Melin, CIESC, Executive Director

8/11/2020

Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Butler University
College of Education
Indianapolis, IN 46208**

The MSD of Pike Township and **Butler University** have established an agreement to meet the service goals for the Out-of-School time 21st CCLC program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- There is no anticipated Butler University funding needed for this effort as it will be an extension of the existing Master Practitioner Partnership and Comprehensive Counseling Grant program partnership whose goal is to continue to support students with a counseling approach inclusive of academic, social emotional development, and college and career preparedness.

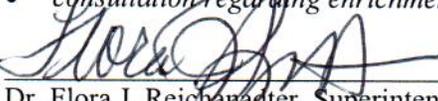
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

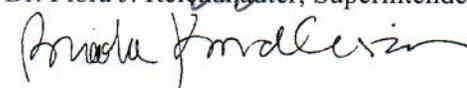
- *collaboration with other grant partners and program staff, as needed to support social emotional development*
- *collaboration and consideration with university staff to explore avenues to incorporate tutors/mentors as a part of practicum/work experiences*
- *support to the advisory council in meeting program goals and objectives*
- *consultation regarding enrichment for ELL students in the afterschool program*



Dr. Flora J. Reichardt, Superintendent

8-11-2020

Date



Dr. Brooke Kandel-Cisco, College of Education Dean

August 4, 2020

Dr. Brooke Kandel-Cisco, College of Education Dean

Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Indiana University Purdue University at Indianapolis
School of Education
902 West New York Street
Indianapolis, IN 46202**

The MSD of Pike Township and **Indiana University Purdue University at Indianapolis (IUPUI)** have established an agreement to meet the service goals for the Out-of-School time program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- There is no anticipated funding needed for this effort as it will be an extension of the existing grant partnership to build the pedagogical and coaching capacity, and teacher competencies in teachers and leaders to improve the academic achievement and language development of **English Language Learners (ELL)**.

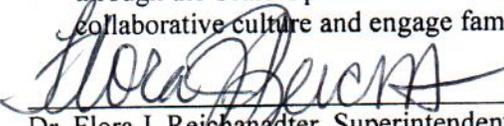
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The MSD of Pike Township will provide:

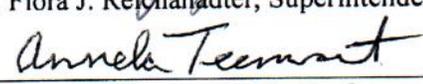
- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

- collaboration with other grant partners and program staff, as needed to support ELL academic achievement and language development
- support to the advisory council in meeting program goals and objectives
- consultation regarding enrichment for ELL students in the afterschool program
- through the Scale Up initiative to develop leadership teams, engage 21st CCLC program staff in cultivating a collaborative culture and engage families in decision making


Dr. Flora J. Reichanadter, Superintendent

8-11-2020
Date


Dr. Annela Teemant, PH.D., Professor of Language Education

08/01/2020
Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Peace Learning Center
6040 Delong Rd, Indianapolis, IN 46254**

The MSD of Pike Township and the Peace Learning Center have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.

- It is anticipated that this collaboration will begin in August 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.

OR

- It is anticipated that the grant activities will begin August 2021 and will occur before programming begins. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.

- The anticipated funding for this project will be approximately \$5800

-

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- Professional Development for after school staff on Social Emotional Learning - online training for TRIBES
- Provide mentors and coaching for the after school staff
- Provide a copy of Reaching All by Creating Tribes Learning Communities for each staff member



Dr. Flora J. Reicherter, Superintendent

8-11-2020

Date



Jay Horan, Director of Community Engagement, Peace Learning Center

8/4/2020

Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Arts for Learning
The Indiana Affiliate of Young Audiences**

The MSD of Pike Township and Butler University have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will begin in Spring 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
- Grant activities provided by Arts for Learning will begin September 2021 with six (6) workshops focused social emotional learning through various arts medium plus one (1) interactive, culturally relevant, arts performance each semester at three (3) 21st CCLC sites. Two sessions of the same workshop will occur at each site for a total of 12 (twelve) workshop sessions.

Social-Emotional Learning Workshops
<ul style="list-style-type: none"> • Observation of Nonverbal Communication • Drawing to Conclusions • Drum it Out: Using Rhythm for Body Awareness, Calmness and Confidence • Yoga and Mindfulness for Students • Creating a Puppet Story: Collaborative Conflict Resolution • Feeling Tree: My Emotions Matter
Interactive Cultural Performances
<ul style="list-style-type: none"> • Musical Tour of Latin America • The Storyteller's Drum: Griot Drum Ensemble

- The anticipated funding for this project will be approximately **\$10,250.00**

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

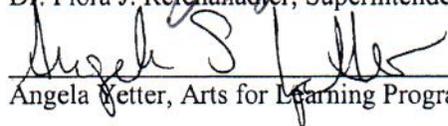
- Academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Appropriate artists and supplies to implement SEL workshops and cultural arts performances
- Appropriate teaching artist to engage students in interactive, hands-on, and meaningful workshops
- Appropriate teaching artists to engage students and families in interactive, cultural arts performances
- Timely communication of pertinent information regarding Arts for Learning workshops and/or performances to the 21st CCLC Program Director and/or site coordinators
- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- Data necessary for evaluation of the program to local evaluator and other data as requested


Dr. Flora J. Reichardt, Superintendent

8-11-2020
Date


Angela Ketter, Arts for Learning Program Director

5 Aug 2020
Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Metropolitan School District of Pike Township School Police
5401 W 71st Street
Indianapolis, IN 46268**

The MSD of Pike Township and **Metropolitan School District of Pike Township School Police** have established an agreement to meet the service goals for the Out-of-School time program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- There is no anticipated funding needed for this effort as it will be an extension of the existing mission of the police to secure, protect and ensure the safety and welfare of persons in Pike Township District.

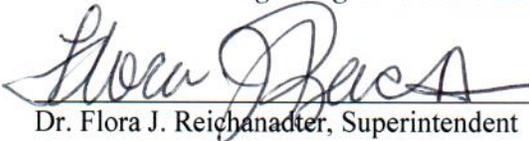
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

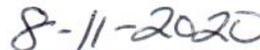
The MSD of Pike Township will provide:

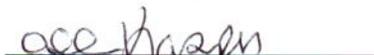
- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

- *collaboration with program staff, as needed to support students through activities that build positive relationships with law enforcement and encourage alternative ways to resolve conflict or make restitution (restorative justice)*
- *support to the advisory council in meeting program goals and objectives*
- *consultation regarding enrichment activities for afterschool program students*


Dr. Flora J. Reichenadter, Superintendent


Date


Al Kasper, Chief of Pike Police


Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Young Men of Purpose, LLC
P.O. Box 20009
Indianapolis, IN 46220**

The MSD of Pike Township and Young Men of Purpose have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
 - It is anticipated that this collaboration will begin in August 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
- OR
- It is anticipated that the grant activities will begin August 2021 and will occur 1 time per week for 12 weeks at DRES, EES and SCES after school. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
 - The anticipated funding for this project will be approximately \$5000

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- *A Complete Mentoring Guide for Developing Successful Young Men* and interactive workbooks
- Young Men of Purpose t-shirts to all participating students
- Education advisory
- Mentoring services & supplementary activities
- Data necessary for evaluation of program to local evaluator and other data as requested
- Collaboration with other grant partners and the program staff


Dr. Flora J. Reichardt, Superintendent

8-11-2020

Date



Roy Dobbs, Young Men of Purpose Mentoring, LLC., CEO

8/4/20

Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

**Between
MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268
And
Girls Inc. of Greater Indianapolis
Inez Thomas
Director Of Programs
3935 N. Meridian Street, Indianapolis, IN 46208**

The MSD of Pike Township and Girls Inc. of Greater Indianapolis have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
 - It is anticipated that this collaboration will begin in August 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
- OR
- It is anticipated that the grant activities will begin August 2021 and will occur 1 time per week at DRES, EES, and SCES after school. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
 - The anticipated funding for this project will be approximately \$5000

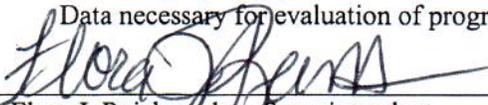
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

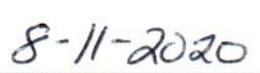
The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

The Partner will provide:

- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- Age- appropriate hands-on programs for girls to build healthy and confident life choices
- Communicate with program manager who is actively responsible for actively communicating about partnerships/programs
- Highly screened and trained facilitators as well as program supplies and materials for girls participation.
- Marketing flyers to partner for forwarding to girls and parents.
- Data necessary for evaluation of program


Dr. Flora J. Reichardt, Superintendent


Date

Inez Thomas

Inez Thomas, Girls Inc. of Indianapolis, Director of Programs

8/3/2020

Date

21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)

Between
MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268
And
Playworks
9511 Angola Court
Indianapolis, IN 46268

The MSD of Pike Township and Playworks have established an agreement to meet the service goals for the Out-of-School time program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- The anticipated funding needed for this project is \$11,000 and will fund professional development for 21st CCLC staff on the Power of Play

This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

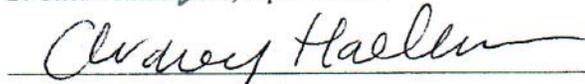
- *collaboration with other grant partners and program staff, as needed to support social emotional development and safe play*
- *professional development and training with staff to incorporate the Power of Play as a part of the 21st CCLC program*
- *support to the advisory council in meeting program goals and objectives*
- *engage and connect families with Power of Play activities through "Keep Playing" content subscription newsletter*



Dr. Flora J. Reichmutter, Superintendent

8-11-2020

Date



Audrey Hallmann, Program Director

8-4-20

Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Metropolitan School District of Pike Township School Counselors
5401 W 71st Street
Indianapolis, IN 46268**

The MSD of Pike Township and **Metropolitan School District of Pike Township School Counselors** have established an agreement to meet the service goals for the Out-of-School time 21st CCLC program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- There is no anticipated funding needed for this effort as it will be an extension of the existing mission of school counselors to empower students to achieve their full potential, both academically and personally, so that they may become productive, responsible members of the local and global community.

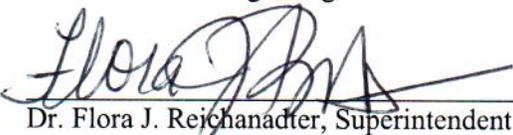
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

The MSD of Pike Township will provide:

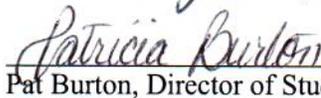
- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

- collaboration with program leadership and staff, as needed to support students with high-quality activities that build prosocial skills and social emotional development
- support to the advisory council in meeting program goals and objectives
- consultation regarding social emotional development activities for afterschool program students


Dr. Flora J. Reichenadter, Superintendent

8-11-2020
Date


Pat Burton, Director of Student and Community Services

8/11/2020
Date

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Chartwells School Dining Services
MSD of Pike Township Food Service Department
6801 Zionsville Road
Indianapolis, IN 46268**

The MSD of Pike Township and Chartwells School Dining Services (MSD of Pike Township Food Service Department) have entered into an agreement in order to improve academic achievement and personal enrichment of at risk students and families through after school activities that compliment the students' regular academic program.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will begin in Fall 2021 and be ongoing throughout the life of the grant. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
OR
- It is anticipated that the grant activities will begin August 2021 and will occur 15 weeks each semester, Monday-Thursday, after school. However, the start date for each subsequent grant year will be determined upon mutual agreement of the partners.
- Although Pike Township qualifies for reimbursement for supper meals through the Child and Adult Care Food Program (CACPF), the anticipated in-kind funding related to facility costs for this project will be approximately \$5,000 per year.

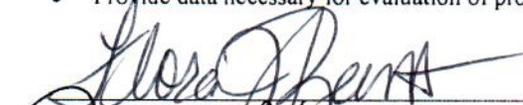
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partners as listed below.

The MSD of Pike Township will provide:

- academic, personal, and family remediation and enrichment activities for participating elementary school students
- Fiscal administration and management
- Administrative support for data collections, compilation, analysis, & Cayen reports management
- Transportation services for participating students
- Facilities for the program sites
- Special event programming (workshops, performances, guest speakers, mentors)
- Collaboration in the recruitment of students and parents for program participation

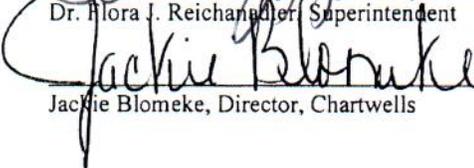
The Partner will provide:

- Collaboration with other grant partners and program staff, as needed
- Support to the advisory council in meeting program goals and objectives
- Annual application to the USDA for approval to offer after school food service
- Staff to prepare and deliver nutritional supper meals to after-school program sites
- Provide data necessary for evaluation of program to local evaluator and other data as requested


Dr. Flora J. Reichandler, Superintendent

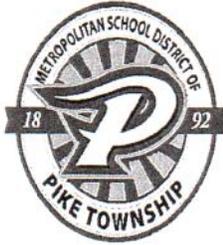
Date

8-11-2020


Jackie Blomeke, Director, Chartwells

Date

8/4/2020



Metropolitan School District of Pike Township
Eastbrook Elementary School

Together, we shape the future...one child at a time.

July 28,2020

Dr. Flora J. Reichanadter
Superintendent
M.S.D. of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268

Dear Dr. Reichanadter:

Eastbrook Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic support, social-emotional development, and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, these after school services will reduce the learning opportunity gap with intensive tutoring from teachers in the area of reading, as well as opportunities for practice digital instruction, practice and regular feedback in mathematics will directly support school improvement efforts.

As principal, I support the critical program components that focus on high-quality remediation and enrichment in core academic areas, social-emotional learning, as well as student and family engagement in educational, emotional wellness, and recreational activities. The additional tutoring and homework help offered, by the center, will support our school as we strive to reach our School Improvement Plan goal(s) in math/reading. Our students will also benefit from the social emotional learning program, as it will increase academic achievement and positive interactions, and decrease negative outcomes later in life. The beyond-the-school day focus on SEL is vital to the overall success of our learners.

As principal, I believe the services that the 21st CCLC Program will offer (academic support, social-emotional learning, and cultural explorations) students increased opportunities for success in school. The resources and activities that the 21st CCLC Program provides is tantamount to ensuring increased capacity to meet students' academic, English language development, and social-emotional needs of our students. Our school will fully support the project goals which are to expand academic and enrichment opportunities, increase academic achievement, improve the social-emotional awareness of all students and to improve English proficiency of English learners.

To show our school's commitment to the 21st CCLC Program, I will:

- Serve on the 21st CCLC Advisory Council
- Recruit students and their families for the 21st CCLC program
- Assist in retaining students in the 21st CCLC program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve out-of-school learning program activities and increase students' journey towards mastery of Indiana Academic Standards in reading/language arts, math, and/or English language acquisition
- Promote alignment of after-school program activities with the school curriculum
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,

A handwritten signature in cursive script that reads "Shara Gardner". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Shara Gardner



Deer Run Elementary School

Developing the future ... one child at a time.

Dr. Flora J. Reichanadter
Superintendent of Schools

Mrs. Raimeka Graham
Principal

August 1, 2020

Dr. Flora J. Reichanadter
Superintendent
M.S.D. of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268

Dear Dr. Reichanadter:

Deer Run Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic support, social-emotional development, and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, these after school services will reduce the learning opportunity gap with intensive tutoring from teachers in the area of reading, as well as opportunities for practice digital instruction, practice and regular feedback in mathematics will directly support school improvement efforts.

As principal, I support the critical program components that focus on high-quality remediation and enrichment in core academic areas, social-emotional learning, as well as student and family engagement in educational, emotional wellness, and recreational activities.

After reviewing ILearn, and local assessment data in the areas of reading and math, it is apparent that some students need extended time to increase their academic achievement.

Student's growth on WIDA Access demonstrates that English learner students will benefit from participating in out-of-school learning opportunities to increase English language proficiency.

As principal, I believe the services that the 21st CCLC Program will offer (academic support, social-emotional learning, and cultural explorations) students increased





Deer Run Elementary School

Developing the future ... one child at a time.

opportunities for success in school. The resources and activities that the 21st CCLC Program provides is tantamount to ensuring increased capacity to meet students' academic, English language development, and social-emotional needs of our students. Our school will fully support the project goals which are to expand academic and enrichment opportunities, increase academic achievement, improve the social-emotional awareness of all students and to improve English proficiency of English learners.

To show our school's commitment to the 21st CCLC Program, I will:

- Serve on the 21st CCLC Advisory Council
- Recruit students and their families for the 21st CCLC program
- Assist in retaining students in the 21st CCLC program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve out-of-school learning program activities and increase students' journey towards mastery of Indiana Academic Standards in reading/language arts, math, and/or English language acquisition
- Promote alignment of after-school program activities with the school curriculum
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,

Mrs. Raimeka Graham





METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP

Dr. Flora J. Reichanadter, Superintendent

Snacks Crossing Elementary School

Fabrice Decaudin, Principal

Dajuan Major, Assistant Principal

5455 West 56th Street, Indianapolis, Indiana 46254

Phone: 317-295-7200 Fax: 317-298-0686

www.pike.k12.in.us

July 24, 2020

Dr. Flora J. Reichanadter
Superintendent
M.S.D. of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268

Dear Dr. Reichanadter:

Snacks Crossing Elementary School is pleased to be an active partner in the proposed 21st Century Community Learning Centers project. The opportunity for elementary school students to have a safe place to go after school for academic support, social-emotional development, and personal enrichment will be a tremendous benefit to our students, families, and school! In addition, these after school services will reduce the learning opportunity gap with intensive tutoring from teachers in the area of reading, as well as opportunities for practice digital instruction, practice and regular feedback in mathematics will directly support school improvement efforts.

As principal, I support the critical program components that focus on high-quality remediation and enrichment in core academic areas, social-emotional learning, as well as student and family engagement in educational, emotional wellness, and recreational activities.

After reviewing ILearn, and local assessment data in the areas of reading and math, it is apparent that some students need extended time to increase their academic achievement. Our student's growth on WIDA Access demonstrates that English learner students will benefit from participating in out-of-school learning opportunities to increase English language proficiency. I also believe that social emotional learning programs increase academic achievement and positive

interactions, and decrease negative outcomes later in life. The beyond-the-school day focus on SEL is vital to the overall success of our learners.

As principal, I believe the services that the 21st CCLC Program will offer (academic support, social-emotional learning, and cultural explorations) students increased opportunities for success in school. The resources and activities that the 21st CCLC Program provides is tantamount to ensuring increased capacity to meet students' academic, English language development, and social-emotional needs of our students. Our school will fully support the project goals which are to expand academic and enrichment opportunities, increase academic achievement, improve the social-emotional awareness of all students and to improve English proficiency of English learners.

To show our school's commitment to the 21st CCLC Program, I will:

- Serve on the 21st CCLC Advisory Council
- Recruit students and their families for the 21st CCLC program
- Assist in retaining students in the 21st CCLC program
- Recruit teachers and volunteers to assist with program delivery
- Support program staff in promoting program/school/ family communication
- Support the efforts of program staff to improve out-of-school learning program activities and increase students' journey towards mastery of Indiana Academic Standards in reading/language arts, math, and/or English language acquisition
- Promote alignment of after-school program activities with the school curriculum
- Ensure access to school resources including: classroom space, library resources, computer labs, gym, and outdoor walking tracks and gardens
- Assist with data collection and program evaluation

Sincerely,



Fabrice Decaudin

Principal



Thursday, July 23, 2020
Regular Meeting

MEETING NOTICE:

Are the items on this agenda being considered with the best interests of the children of the Pike Schools as the prime consideration?

1. CALL TO ORDER

A. Pledge of Allegiance

2. FOR THE GOOD OF THE CAUSE

A. Patrons are asked to identify themselves for the record. 3-minute time limit per person.

3. ACTION ITEMS

- A. Minutes of the Board of Education Public Hearing/Regular Meeting (July 9, 2020)
- B. Minutes of the Board of Education Special Meeting (July 16, 2020)
- C. Virtual Students' Participation in Athletics (Dr. Larry Young)
- D. Decision Metrics for In-Person/Remote Learning (Dr. Larry Young)
- E. Human Resources Report (Eric Parquet)
- F. Request Approval for Middle School English Language Arts Adoption (Cindy Huffman)
- G. Request Approval for the 21st Century Community Learning Center Grant Application (Cindy Huffman)
- H. Request Approval for Elementary and High School Textbook Rental (Cindy Huffman)
- I. FY 2021 Grant Applications (Megan Ahlers)
- J. Request for Approval of Indiana Humanities Grant for Advancing Racial Equity Collection Development Application by School Librarians (Cindy Huffman)
- K. Contracts (Linda Searles)

4. BOARD MEMBER ITEMS

A. Board Member Items

5. ADJOURNMENT

A. Adjournment



METROPOLITAN SCHOOL DISTRICT OF PIKE TOWNSHIP

Administrative Services Center

6901 Zionsville Road, Indianapolis, Indiana 46268-2467

Phone: 317-387-2216 Fax: 317-387-2694

www.pike.k12.in.us

Cindy Huffman
Director of Curriculum & Programs

Lori O'Malley
Secretary

To: Members of the Pike Township Board of Education
Dr. Flora Reichanadter, Superintendent
Date: July 23, 2021
From: Cindy Huffman
Re: Approval to Apply for 21st Century Community Learning Center Grant

I respectfully request approval to apply for 21st Century Community Learning Center Grant and to serve as the authorized representative for the MSD of Pike Township to file this application.

Should the grant be awarded, the 21st Century Community Learning Centers Grant will provide after school programs in three of our elementary schools during the 2021-2022 school year and offer academic support and enrichment for students. These programs will enhance out-of-school time for students at-risk of failure by offering a broad array of additional services, programs and activities, such as; social emotional health & wellness, arts and cultural enrichment, mentoring, and other programs to complement the regular academic program. The 4-year grant request will be for a total of \$1,800,000 (\$450,000 per year). Grant approval notification is scheduled to occur in October 2020.

Please let me know if you have questions regarding this grant and the services it will provide for Pike students.

**21st Century Community Learning Center Grant
MEMORANDUM OF UNDERSTANDING (MOU)**

Between

**MSD of Pike Township
6901 Zionsville Road
Indianapolis, IN 46268**

And

**Indianapolis Urban League
777 Indiana Avenue
Indianapolis, IN 46202**

The MSD of Pike Township and **Indianapolis Urban League** have established an agreement to meet the service goals for the Out-of-School time program. This after school program is designed to improve academic achievement and enrichment services for at-risk students and families.

- The obligations discussed in this memorandum are contingent upon MSD of Pike Township being awarded grant funds for 21st CCLC Program activities.
- It is anticipated that this collaboration will commence on January 1, 2021 and be ongoing throughout the life of the grant.
- It is anticipated that the grant activities will begin by August 30, 2021 and will occur for 15 weeks each semester, Monday-Thursday, after school.
- There is no anticipated funding needed for this effort as both parties will collaborate on best practices and take advantage of existing community programs.

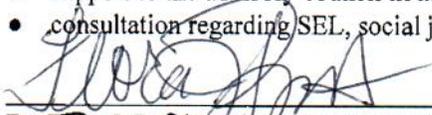
This document outlines the commitment, expectations, and the support services that will be provided by the school district and the grant partner as listed below.

The MSD of Pike Township will provide:

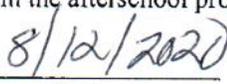
- academic, personal, and family remediation and enrichment activities for participating elementary school students
- fiscal administration and management to ensure IDOE funds are spent appropriately
- administrative support for data collections, compilation, analysis, & Cayen reports management system
- transportation services for participating students
- access to adequate space in each school facility for the program services
- special event programming (workshops, performances, guest speakers, mentors)
- collaboration in the recruitment of targeted students and parents for program participation
- professional development opportunities to after school staff

The Partner will provide:

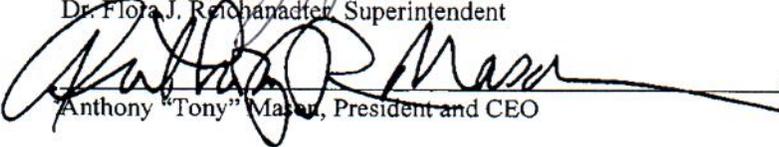
- collaboration with other grant partners and program staff
- support to the advisory council in meeting program goals and objectives
- consultation regarding SEL, social justice, and multiculturalism in the afterschool program



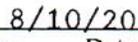
Dr. Flora J. Reichanacker, Superintendent



Date



Anthony "Tony" Mason, President and CEO



Date



21ST CCLC

APPENDIX B

TEACHER LIAISON JOB DESCRIPTION



21ST CCLC



POSITION VACANCY

Date: August 2021

Position: Teacher Liaison

Schools: Eastbrook, Deer Run, and Snacks Crossing Elementary Schools (Grades 2-5) – MSD Pike Township

Calendar Length: Part Time/Non-Exempt – August thru May - 5 hours per week

Days: Monday-Thursday

Salary Range: \$35.00 per hour

Position Begins: August 2021

CIESC is seeking a part-time Teacher Liaison. CIESC is committed to providing high quality, innovative programs and exceptional service that improve student achievement and create efficiencies for members and nonmember schools.

Under the direction and supervision of the Afterschool Program Site Leader and Program Director, the Teacher Liaison will serve as a program ambassador. He/she will serve as a link between the school day staff and after school staff. Additionally, the Teacher Liaison will serve as an Instructional Coach and Mentor for the 21st CCLC staff responsible for assisting the Afterschool Program Site Leader in carrying out the afterschool program at the specified school.

Responsibilities May Include:

- Mentoring after-school staff for instructional guidance and support.
- Provide leadership in the development and implementation of program curriculum to ensure there is a direct connection to the Indiana Academic Standards and school-day curricula.
- Work with staff to ensure compliance with school and After-school program discipline policy.
- Provide periodic modeling and staff development training and in collaboration with the Site Leader.
- Communicate with staff on a regular basis regarding program updates and highlights.
- Act as a liaison between building leadership and the After-School Program.
- Assist with facilities, supplies, and materials.
- Assist in collection and maintenance of data as required by the Director of Curriculum and Programs.
- Maintain a professional attitude.
- Promote Afterschool Program and retain a high attendance in the program.
- Notify the Afterschool Program Site Leader of planned absences
- Attend all training CIESC will provide.



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Physical and Mental Requirements

- Ability to stand/sit for extended periods of time.
- Ability to bend at the waist and knees and kneel.
- Ability to visibly observe children.
- Ability to hear distress signals and respond appropriately.
- Ability to lift 40 pounds and transport equipment.
- Ability to work in a variety of environments.
- Ability to communicate effectively with participants, parents, staff, and volunteers.
- Ability to demonstrate and lead activities.
- Ability to stand for extended periods of time.
- Ability to solve problems and make decisions and use sound judgment, even when distracted by noise and activity.
- Ability to observe and promote safety and security procedures.
- Ability to physically and mentally respond to emergencies and administer CPR and first aid effectively.

Qualifications

- An active teaching license.
- A teaching position within the assigned building.
- Understanding and knowledge of children, their behavior, and development.
- Specific knowledge in age appropriate curriculum activities and behavior management techniques.
- Organizational skills relating to handling child care documents and related paperwork.

Interested applicants should submit an application online to the job posting at <http://www.applitrack.com/ciesc/onlineapp>.

Questions? Contact Christine Balak at cbalak@ciesc.org or 317-602-1819

This notice expires August 30, 2021, but may be extended.

Position may be filled at any time.



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APPENDIX C
PROFESSIONAL DEVELOPMENT PLAN
(REQUIRED TEMPLATE)

IDOE 21st CCLC Program Professional Development Plan

The following table details PD activities for Year 1.

Program Name	M.S.D. of Pike Township
Program Director	Cindy Huffman
Dates of Implementation	June 1, 2020—June 30, 2021

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Staff Orientation	Program Manager, Pike Academic Support Specialist & ELL Coordinator	Orientation to explain procedures, safety, program goals, objectives, and activities; staff also participate in positive culture development, student management, & active supervision.	Participants learn program policies, procedures, expectations; collaborate on program activities and evidence-based practices; how to enact effective management & engagement strategies to foster positive relationships with youth.	Program Manager – 1 Site Coordinators – 3 Program Assistants – 15 Teacher Liaison- 3	4.5	0	N/A	August 2021	Professionalism Applied Human Development Relationships & Communication Developmental Practice Methods

IDOE 21st CCLC Program Professional Development Plan

Putting the 'P' in Play: Academic Language and Vocabulary Development	Pike Academic Support Specialist & ELL Coordinator	Staff will learn engaging ways to incorporate academic language learning activities during 21 st CCLC time.	21 st CCLC staff will be equipped with tools to engage students in academic language learning games will positively impact students' overall academic success.	Program Manager – 1 Site Coordinators – 3 Program Assistants – 15	2	\$50	NESP	August 2021	Developmental Practice Methods Cultural & Human Diversity
Tribes Afterschool Curriculum Virtual Experiential Training	Peace Learning Center	To prepare staff to develop caring environment; to reach children & youth through active learning to promote human development, resiliency & social-emotional competence.	Participants learn to use community building process of Tribes using multiple intelligences, brain compatible learning and collaborative methods so that the OST site reflects the message of cooperation, life-long learning, personal development, and social responsibility.	Program Manager – 1 Site Coordinators – 3 Program Assistants – 15 Academic Support Specialist – 1	10	\$5,800	21 st CCLC Grant	August – Sept. 21	Relationships & Communication Developmental Practice Methods Applied Human Development
Restorative Practices	Peace Learning Center	To learn ways to build healthy organizational culture with build-in protocol for handling conflict and	Staff will learn how to integrate proactive, restorative response circles so that students process, reflect, and express their needs around issues in a	Program Manager – 1 Academic Support Specialist – 1	12	\$800	21 st CCLC Grant	Fall 2021	Developmental Practice Methods Relationships & Communication

IDOE 21st CCLC Program Professional Development Plan

Oral English Language Development for English Learners through Meaningful Interaction	Tracy Swinton, Pike Academic Support Specialist & ELL Coordinator	wrong-doing by instituting Responsive Circles	constructive medium.	21 st CCLC program staff learn how to implement strategies to engage ELL learners in oral academic language development	Program Manager – 1 Site Coordinators – 3 Program Assistants – 15 Teacher Liaisons – 3	2	0	N/A	August 2021	Relationships & Communication Developmental Practice Methods	Applied Human Development
Building Powerful Partnerships with Families	Ruby Butler, Pike Instructional Coach and C.L.A.S.S. Trainer	Participants learn strategies for building partnership relationships with students' families.	This professional learning activity will help improve parent engagement as it relates to 21 st CCLC program goals and data from IN-QPSA results in this area	Program Manager – 1 Site Coordinators – 3 Program Assistants – 12 Academic Support Specialist – 1	2	\$121.85 Stipend	21 st CCLC Grant	October 2021	Developmental Practice Methods Relationships & Communication Applied Human Development	Professionalism Applied Human Development	
Multi-State Conference	2021 State Sponsor TBD	Various presenters provide information on engaging programs and	Participants gain knowledge on improving existing programs, engaging activities, sustainability	Program Manager – 1 Academic Support Specialist – 1	20	\$3750	21 st CCLC Grant	TBD			

IDOE 21st CCLC Program Professional Development Plan

LitArt Curriculum Training (LEARN, LITAMATICS, and CLICK)	LitArt online Training Modules for each curricular program	OST resources, sustainability strategies, student and family engagement, and program improvement ideas.	strategies and ways to involve families and engage students. Participants learn about programs and resources available to out-of-school programs to share with 21 st CCLC staff.	6	\$1000	21 st CCLC Grant	July & August 2021	Relationships & Communication Cultural & Human Diversity Developmental Practice Methods
Kids Count Conference	Indiana Youth Institute	Engage 21 st CCLC site leader in development on program improvement strategies and innovative ideas for student and	Participants will gain knowledge needed to engage students in this creative, standards-aligned literacy and math enrichment program that is NOT just more of the same! Impact – improved achievement and SEL.	Program Manager – 1 Site Coordinators – 3 Program Assistants – 12 Academic Support Specialist – 1 Teacher Tutors – 18 Teacher Liaisons – 3	16	21 st CCLC Grant	Nov/Dec 2021	Applied Human Development Relationships & Communication Cultural & Human Diversity

IDOE 21st CCLC Program Professional Development Plan

Read & Rise Family Literacy Trainings	Urban League of Indianapolis	family engagement opportunities; literacy learning, and SEL.	Read and Rise family literacy trainings are designed to support parents with developing their knowledge, routines and techniques in their role as their child's first and most important teacher and role model.	understanding of social-emotional learning & effective family engagement activities.	Program Manager – 1 Site Coordinators – 3 Program Assistants – 15 Academic Support Specialist – 1 21 st CCLC Parents	6	\$600	21 st CCLC Grant	Oct 2021 Feb 2022 April 2022	Applied Human Development Relationships & Communication Developmental Practice Methods	Developmental Practice Methods
Playworks – Power of Play	Playworks	To learn the importance of play; creating safe, healthy, & respectful	Participants walk away understanding how to select and initiate games that support the physical,		Program Manager – 1 Site Coordinators – 3	3	\$6500	21 st CCLC Grant	August 2021	Developmental Practice Methods	Developmental Practice Methods



IDOE 21st CCLC Program Professional Development Plan

Culturally-Based Program Support for ELLs in OST	Youth Today - webinar	environments; introductory tools needed for safe and inclusive play/games o for all; includes discussion of barriers faced and how adults can help children overcome challenges.	social, and emotional development of their students.	Program Assistants – 15 Academic Support Specialist – 1	30 min	\$30	21st CCLC	Winter 2022	Relationships & Communication Applied Human Development
Academic Conversations Among ELLs	Pike Academic Support Specialist &	Provides overview of research on culturally based youth programs; key findings, i.e. the need for mental health and counselling support for youth living in stressed neighborhoods.	Participants learn about program changes that may need to be considered for language minority youth so that the Pike 21 st CCLC program is a positive & productive culturally diverse youth-serving organization	Site Coordinators – 3	2	0	N/A	October 2021	Applied Human Development Relationships & Communication Cultural & Human Diversity Developmental Practice Methods
Academic Conversations Among ELLs	Pike Academic Support Specialist &	To teach routines that foster interaction and collaboration	Participants will learn about several strategies and oral-language routines that foster academic	Program Manager – 1 Site Coordinators – 3	2	0	N/A	October 2021	Relationships & Communication



IDOE 21st CCLC Program Professional Development Plan

ELL Coordinator	among students with the focus of developing oral, academic language in ELLs	conversations among students,	Program Assistants – 15					Cultural & Human Diversity Developmental Practice Methods
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Professional Development Plan Cost:

Total Estimated Cost	\$19,881.85	% of Total Budget	4.46 %
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21ST CCLC

APPENDIX D

EQUITABLE ACCESS & PARTICIPATION – GEPA 427



21ST CCLC

Equitable Access and Participation – GEPA 427

The MSD of Pike Township has a long-standing policy of ensuring equitable access participation for students, staff and others with special needs. It is the policy of Pike Township to provide equal employment and advancement policies without regard to an employee's race, color, sex, religion, national origin, age or disability, as defined in the American with Disabilities Act (ADA). This policy is carried out by the school system in a manner consistent with good employment practices and in compliance with all applicable state and federal laws. The 21st Century Community Learning Center student participants are no exception. The primary barrier, one of economics, will be eliminated in that the programming will be covered by grant, district or partner funds. In the design of this project, the partnership has taken appropriate steps to ensure that programs and activities comply with Section 427, the General Education Provisions Act. Steps include the following:

- Providing specialized programming for students that are limited English proficient (LEP)
- Providing Spanish translation in print materials and through Spanish-speaking staff members for participants with limited English proficiency (LEP)
- Providing school bus transportation for all students participating in after school programs
- Providing handicapped accessible busses for students with special needs
- Adapting instructional materials for the visually and or hearing impaired
- Hosting programs in facilities that comply with the ADA
- Providing services, programs and materials at no cost to participants