



21ST CCLC

The Starke County Youth Club, Inc.
 IDOE 21stCCLC Cohort 10 Application

NAME OF LEA OR ORGANIZATION	THE STARKE COUNTY YOUTH CLUB, INC.
ADDRESS	P. O. BOX 442, KNOX, IN 46534
COUNTY	STARKE
NAME OF CONTACT PERSON	IRENE SZAKONYI
TITLE	EXECUTIVE DIRECTOR
PHONE NUMBER	574-772-1665
EMAIL	IRENES@THESCYC.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	IRENE SZAKONYI
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	IRENES@THESCYC.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)	78%	C	80	K-5 TH
Knox Elementary School (Knox Community School Corporation #7525)	63.4%	B	70	K-4
Knox Middle School (Knox Community School Corporation #7525)	63.5%	D	10	5-8
North Judson – San Pierre Elementary School (North Judson – San Pierre Schools # 7515)	54.8%	C	40	K-6
Oregon – Davis Elementary School (Oregon – Davis School Corporation #7495)	66.8%	A	35	K-6



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
SCYC – KNOX	210 W. CULVER ROAD	KNOX / STARKE
SCYC – NORTH JUDSON	809 W. TALMER AVENUE	NORTH JUDSON / STARKE
SCYC – OREGON-DAVIS	5860 N 750 E	HAMLET / STARKE

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-6
<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	AFTERSCHOOL, SUMMER
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	YES



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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;



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



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

The Starke County Youth Club, Inc.

Applicant Name (LEA or Organization)


Authorized Signature

8/7/2020

Date

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC)
And
Knox Community School Corporation (KCSC)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and KCSC for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program and notify the school of any problems, issues and concerns in a timely fashion.
2. Provide an interactive curriculum that supports school day learning and promotes academic, social-emotional, and enrichment goals by including homework support and one-on-one tutoring for a limited number of identified students annually. SCYC will utilize research-based curriculum or develop lessons that support academic / classroom goals.
3. Communicate and provide information to the school about the after-school program through scheduled monthly meetings between the site coordinator and the school principal, if desired.
4. Track student enrollment and program attendance and provide enrollment information to the school upon program start and when requested.
5. Ensure that all procedures and regulations for health, fire, safety, pickups, parent waivers (data collection release for FERPA and hold harmless), transportation, food, insurance, medical and other emergency procedures will be clearly addressed and enforced.
6. Ensure that all after-school program staff are screened and cleared by a federal, state, and local background check and Child Protection Services check.
7. Ensure that a staff member is on-site during program hours trained in first aid, CPR, universal precautions and medical emergencies.
8. Attend school staff meetings as determined by the school principal.
9. Work cooperatively with school staff for the evaluation component of the after-school program, providing reasonable deadlines for data collection.
 - A. Grades and attendance on an ongoing basis
 - B. Local (tertiary) assessment data requested at least 2 weeks prior to deadline
 - C. Online Teacher Surveys prepared and distributed by mid-March for return by mid-May
10. Ensure the respectful treatment of school property, including replacing property purposely damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program reasonably clean – cleaning up spills and always putting supplies away at the end of the program day.
11. Maintain appropriate general liability insurance coverage consistent with the requirement of KCSC.

Responsibilities of KCSC

1. Provide an office space for the Central Office of the The Starke County Youth Club, Inc. at no cost.
2. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, library, computer lab, gymnasium and any other relevant spaces at no cost.
 - A. When any of these spaces are unavailable reasonable notice is given (24 hours) and an alternate space provided by the school.
3. Assure the climate control (heat and air conditioning) of these spaces is appropriate to the health and well being of students and SCYC staff.
4. Supply adequate and appropriate storage for the after-school program's materials and equipment.
5. Provide the after-school site coordinator with a dedicated space large enough to be equipped with a telephone, computer (SCYC provided), printer, and file cabinets and to meet privately with staff.
6. Provide the after-school site coordinator with the ability to access SCYC email and to report to the Indiana Department of Education via the internet including;
 - A. SCYC devices (laptops, ipads, etc) granted wifi access and updated with passwords as necessary.
7. Hold regular monthly meetings between the site coordinator and school principal, as well as other appropriate personnel, to discuss issues pertaining to the after-school program and assure ongoing involvement.
8. Provide an individual to serve on the Advisory committee to review data outcomes and implementation concerns.
9. Assist with recruitment of staff and certified teachers, as well as student participants.
10. Communicate and timely notify when school closings will affect afterschool programming. These notifications can be directed to Irene Szakonyi, Executive Director.
11. Allow communication of information to and from students and faculty through interschool mail system, and a dedicated mailbox for the program.
12. Facilitate the provision of full custodial services at no cost to the after-school program.
13. Work cooperatively with the research and evaluation component of the after-school program, including providing SCYC and its subcontractors with all agreed-upon information.
 - A. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain.
 - B. In addition, assessment scores (NWEA, IREAD/ILEARN), grades, teacher surveys, attendance, individual education plans, and # of discipline referrals of participating students will be provided with full protection of the rights of students and within the regulations of the school system.
 - i. Grade data collection support from Michelle Tarnow and Jake Skelly in January and May each year.
 - ii. Teacher Survey collection support from Michelle Tarnow and Jake Skelly in March of every year.
 - iii. Lists of students who qualify for free and reduced lunch, race and demographic information, plus attendance results within 14 days of request.
14. Provide a USDA approved snack for each student in the SCYC program at no cost to SCYC.
15. Provide a USDA approved meal for each student in the SCYC summer program at no cost to SCYC.
16. Provide transportation for students enrolled in the program at a rate of \$ __80__ per program day, if requested.

Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

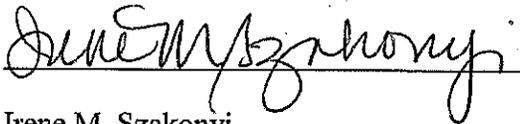
KCSC agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses,

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damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of KCSC. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless KCSC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day May 19, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
P. O. Box 442
Knox, IN 46534
574-772-1665
irenes@thescyc.org



Dr. William Reichhart
Superintendent
Knox Community School Corporation (KCSC)
#1 Redskin Trail
Knox, IN 46534
574-772-1600
wreichhart@knox.k12.in.us

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC)
And
North Judson- San Pierre School Corporation (NJSC)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and NJSC for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program and notify the school of any problems, issues and concerns in a timely fashion.
2. Provide an interactive curriculum that supports school day learning and promotes academic, social-emotional, and enrichment goals by including homework support and one-on-one tutoring for a limited number of identified students annually. SCYC will utilize research-based curriculum or develop lessons that support academic / classroom goals.
3. Communicate and provide information to the school about the after-school program through scheduled monthly meetings between the site coordinator and the school principal, if desired.
4. Track student enrollment and program attendance and provide enrollment information to the school upon program start and when requested.
5. Ensure that all procedures and regulations for health, fire, safety, pickups, parent waivers (data collection release for FERPA and hold harmless), transportation, food, insurance, medical and other emergency procedures will be clearly addressed and enforced.
6. Ensure that all after-school program staff are screened and cleared by a federal, state, and local background check and Child Protection Services check.
7. Ensure that a staff member is on-site during program hours trained in first aid, CPR, universal precautions and medical emergencies.
8. Attend school staff meetings as determined by the school principal.
9. Work cooperatively with school staff for the evaluation component of the after-school program, providing reasonable deadlines for data collection.
 - A. Grades and attendance on an ongoing basis
 - B. Local (tertiary) assessment data requested at least 2 weeks prior to deadline
 - C. Online Teacher Surveys prepared and distributed by mid-March for return by mid-May
10. Ensure the respectful treatment of school property, including replacing property purposely damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program reasonably clean – cleaning up spills and always putting supplies away at the end of the program day.
11. Maintain appropriate general liability insurance coverage consistent with the requirement of NJSC.

Responsibilities of NJSC

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, library, computer lab, gymnasium and any other relevant spaces at no cost.
 - A. When any of these spaces are unavailable reasonable notice is given (24 hours) and an alternate space provided by the school.
2. Assure the climate control (heat and air conditioning) of these spaces is appropriate to the health and well being of students and SCYC staff.
3. Supply adequate and appropriate storage for the after-school program's materials and equipment.
4. Provide the after-school site coordinator with a dedicated space large enough to be equipped with a telephone, computer (SCYC provided), printer, and file cabinets and to meet privately with staff.
5. Provide the after-school site coordinator with the ability to access SCYC email and to report to the Indiana Department of Education via the internet including;
 - A. SCYC devices (laptops, ipads, etc) granted wifi access and updated with passwords as necessary.
6. Hold regular monthly meetings between the site coordinator and school principal, as well as other appropriate personnel, to discuss issues pertaining to the after-school program and assure ongoing involvement.
7. Provide an individual to serve on the Advisory committee to review data outcomes and implementation concerns.
8. Assist with recruitment of staff and certified teachers, as well as student participants.
9. Communicate and timely notify when school closings will affect afterschool programming. These notifications can be directed to Irene Szakonyi, Executive Director.
10. Allow communication of information to and from students and faculty through interschool mail system, and a dedicated mailbox for the program.
11. Facilitate the provision of full custodial services at no cost to the after-school program.
12. Work cooperatively with the research and evaluation component of the after-school program, including providing SCYC and its subcontractors with all agreed-upon information.
 - A. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain.
 - B. In addition, assessment scores (local assessments, IREAD/ILEARN), grades, teacher surveys, attendance, individual education plans, and # of discipline referrals of participating students will be provided with full protection of the rights of students and within the regulations of the school system.
 - i. Grade data collection support from Cary McKay in January and May each year.
 - ii. Teacher Survey collection support from Cary McKay in March of every year.
 - iii. Lists of students who qualify for free and reduced lunch, race and demographic information, plus attendance results within 14 days of request.
13. Provide a USDA approved snack for each student in the SCYC program at no cost to SCYC.
14. Provide a USDA approved meal for each student in the SCYC summer program at no cost to SCYC.
15. Provide transportation for students enrolled in the program at a rate of \$ 40 per program day, if requested.

Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

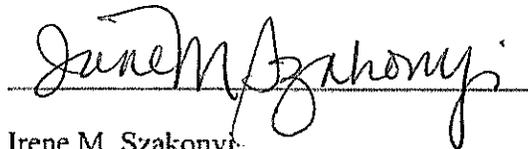
NJSC agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any

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person or property, because of, arising out of, or related to the active negligence of NJSC. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless NJSC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day May 20, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
P. O. Box 442
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574-772-1665
irenes@theseyc.org



Dr. Annette Zupin
Superintendent
North Judson – San Pierre School Corporation (NJSC)
801 Campbell Drive
North Judson, IN 46366
574-896-2155
azupin@nisp.k12.in.us

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC)
And
Oregon – Davis School Corporation (ODSC)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and ODSC for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program and notify the school of any problems, issues and concerns in a timely fashion.
2. Provide an interactive curriculum that supports school day learning and promotes academic, social-emotional, and enrichment goals by including homework support and one-on-one tutoring for a limited number of identified students annually. SCYC will utilize research-based curriculum or develop lessons that support academic / classroom goals.
3. Communicate and provide information to the school about the after-school program through scheduled monthly meetings between the site coordinator and the school principal, if desired.
4. Track student enrollment and program attendance and provide that information to the school upon program start and when requested.
5. Ensure that all procedures and regulations for health, fire, safety, pickups, parent waivers (data collection release for FERPA and hold harmless), transportation, food, insurance, medical and other emergency procedures will be clearly addressed and enforced.
6. Ensure that all after-school program staff are screened and cleared by a federal, state, and local background check and Child Protection Services check.
7. Ensure that a staff member is on-site during program hours trained in first aid, CPR, universal precautions and medical emergencies.
8. Attend school staff meetings as determined by the school principal.
9. Work cooperatively with school staff for the evaluation component of the after-school program, providing reasonable deadlines for data collection.
 - A. Grades and attendance on an ongoing basis
 - B. Local (tertiary) assessment data requested at least 2 weeks prior to deadline
 - C. Online Teacher Surveys prepared and distributed by mid-March for return by mid-May
10. Ensure the respectful treatment of school property, including replacing property purposely damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program reasonably clean – cleaning up spills and always putting supplies away at the end of the program day.
11. Maintain appropriate insurance coverage consistent with the requirement of ODSC.

Responsibilities of ODSC

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, library, computer lab, gymnasium and any other relevant spaces at no cost.
 - A. When any of these spaces are unavailable reasonable notice is given (24 hours) and an alternate space provided by the school.
2. Assure the climate control (heat and air conditioning) of these spaces is appropriate to the health and well being of students and SCYC staff.
3. Supply adequate and appropriate storage for the after-school program's materials and equipment.
4. Provide the after-school site coordinator with a dedicated space large enough to be equipped with a telephone, computer (SCYC provided), printer, and file cabinets and to meet privately with staff.
5. Provide the after-school site coordinator with the ability to access SCYC email and to report to the Indiana Department of Education via the internet including;
 - A. SCYC devices (laptops, ipads, etc) granted wifi access and updated with passwords as necessary.
6. Hold regular monthly meetings between the site coordinator and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the after-school program and assure ongoing involvement.
7. Provide an individual to serve on the Advisory committee to review data outcomes and implementation concerns.
8. Assist with recruitment of staff and certified teachers, as well as student participants.
9. Communicate and timely notify when school closings will affect afterschool programming. These notifications can be directed to Irene Szakonyi, Executive Director.
10. Allow communication of information to and from students and faculty through interschool mail system, and a dedicated mailbox for the program.
11. Facilitate the provision of full custodial services at no cost to the after-school program.
12. Work cooperatively with the research and evaluation component of the after-school program, including providing SCYC and its subcontractors with all agreed-upon information.
 - A. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain.
 - B. In addition, assessment scores (local assessments, IREAD/ ILEARN, NWEA), grades, teacher surveys, individual education plans, attendance, and # of discipline referrals of participating students will be provided with full protection of the rights of students and within the regulations of the school system.
 - i. Grade data collection support from Bill Bennett in January and May of every year.
 - ii. Teacher Survey collection support from Bill Bennett in March of every year.
 - iii. Lists of students who qualify for free and reduced lunch, race and demographic information, plus attendance results within 14 days of request.
13. Provide a USDA approved snack for each student in the SCYC afterschool program at no cost to SCYC.
14. Provide a USDA approved meal for each student in the SCYC summer program at no cost to SCYC.
15. Provide transportation for students enrolled in the program at a cost of \$ 50 per bus per program day.

Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

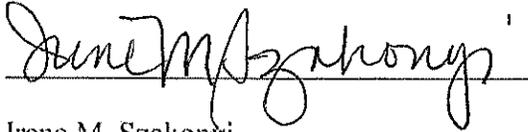
ODSC agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any

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person or property, because of, arising out of, or related to the active negligence of ODSC. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless ODSC, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day June 17, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
P. O. Box 442
Knox, IN 46534
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irenes@thescyc.org



Mr. Jim Dermody
Education Consultant
Oregon - Davis School Corporation
5998 N 750 E
Hamlet, IN 46532
574-867-2111
jdermody@od.k12.in.us

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC)
And
Porter Starke Services (PSS)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and PSS for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program.
2. Communicate information to PSS about the after-school program and youth experience.
3. Provide a representative to serve on the Starke Taskforce for Overdose Prevention Consortium team.
4. Schedule and coordinate staff and location for professional development opportunities.

Responsibilities of PSS

1. Communicate about youth development needs and emergent mental health issues in the field.
2. Consult with SCYC about the training and education needs of SCYC staff.
3. Identify facilitators, coordinate schedules, and provide training to SCYC employees annually at no cost.
4. Provide a representative to serve on the SCYC Advisory Committee.

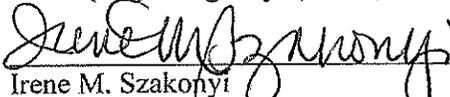
Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

PSS agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of PSS. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless PSS, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day 6/30/2020 June 30, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)


Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
P. O. Box 442
Knox, IN 46534
574-772-1665
irenes@thescyc.org


Todd Willis, LMHC, LCAC
Director of Prevention and Education
Porter Starke Services (PSS)
601 Wall Street
Valparaiso, IN 46383
219-531-3500
twillis@porterstarke.org

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC)
And
Starke County Public Library (SCPL)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and SCPL for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program.
2. Provide an interactive curriculum that supports school day learning and promotes academic, social-emotional, and enrichment goals by including homework support and one-on-one tutoring for a limited number of identified students annually. SCYC will utilize research-based curriculum or develop lessons that support academic / classroom goals.
3. Communicate and provide information to SCPL about the after-school program.
4. Ensure that all procedures and regulations for health, fire, safety, pickups, parent waivers (data collection release and hold harmless), transportation, food, insurance, medical and other emergency procedures will be clearly addressed and enforced.
5. Ensure that all after-school program staff are screened and cleared by a federal, state, and local background check and Child Protection Services check.
6. Ensure the respectful treatment of SCPL property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program reasonably clean – cleaning up spills and always putting supplies away at the end of the program day.

Responsibilities of SCPL

1. Assure the availability of spaces for the after-school program when SCYC visits the Library at no cost.
2. Provide activities at SCYC locations.
3. Provide staff to facilitate activities.
4. Provide adequate supplies in cooperation with the Site Coordinator to complete activities.

Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

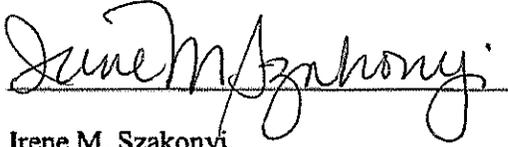
SCPL agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCPL. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless SCPL, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any

Appendix 1

person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day June 9, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
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574-772-1665
info@thescyc.org



Mrs. Kathleen Bowman
Library Director
Starke County Public Library System (SCPL)
152 West Culver Road
Knox, IN 46534
574-772-7323
kbowman@starkecountylibrary.org

Memorandum of Understanding

Between

The Starke County Youth Club, Inc. (SCYC)

And

Purdue University, on behalf of Purdue Cooperative Extension Services (PCES)

Purpose: The purpose of this memorandum is to secure and expand the current cooperative partnership between SCYC and PCES for the development of high quality, mutually beneficial, youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Manage the day-to-day operations of the after-school program.
2. Provide an interactive curriculum that supports school day learning and promotes academic, social-emotional, and enrichment goals by including homework support and one-on-one tutoring for a limited number of identified students annually. SCYC will utilize research-based curriculum or develop lessons that support academic / classroom goals.
3. Communicate and provide information to PCES about the after-school program.
4. Communicate and provide an outlet for PCES programs at the after-school program.
5. Ensure that all procedures and regulations for health, fire, safety, pickups, parent waivers (data collection release and hold harmless), transportation, food, insurance, medical and other emergency procedures will be clearly addressed and enforced.
6. Ensure that all after-school program staff are screened and cleared by a federal, state, and local background check and Child Protection Services check.

Responsibilities of PCES

1. Provide activities three times a month at SCYC locations –including Family Fridays, Health and Nutrition, Science Day, working with SCYC staff to adjust schedules as needed.
2. Provide trained staff to facilitate activities at SCYC locations.
3. Provide adequate supplies in cooperation with the Site Coordinator to complete activities.
4. Provide curriculum for the ongoing program activities for students and parents.
5. Provide professional development for SCYC staff as requested, at no cost. (e.g., Ages and Stages)

Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

PCES agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of PCES. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless PCES, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any

Appendix 1

person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

Agreed on this day 8/7/2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
Executive Director
The Starke County Youth Club, Inc. (SCYC)
P. O. Box 442
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574-772-1665
irenes@thescyc.org

 8/7/2020

Dr. Lisa Anderson
Purdue University on behalf of
Purdue Cooperative Extension Starke County
108 North Pearl Street
Knox, IN 46534
574-772-9141



8/7/2020

Ken Sandel, Senior Director Sponsored Programs

Memorandum of Understanding
Between
The Starke County Youth Club, Inc. (SCYC) and Limelight Analytics

Purpose: The purpose of this memorandum is to define the collaboration between SCYC and Limelight for the development of high-quality youth development programs through the 21st Century Community Learning Centers Program. SCYC is a local leader in addressing the needs of students and families by focusing on education, enrichment, social and emotional learning, and recreation. The after-school program is diverse, interactive, and highly structured to provide academic support, family support, and personal growth. This proactive system engages school, family, and community to create a network of support. The grant proposal is developed with input from all partners and a commitment to collaboration.

Understandings:

Responsibilities of SCYC

1. Ensure that all parent information release waivers are obtained before program start.
2. Maintain confidentiality of all student records and information.
3. Provide parent and teacher information for the purpose of invitation to the evaluation process.
4. Track student enrollment and program attendance through the IDOE reporting system, Cayen.
5. Enter classroom grades and assessment results (state and local, as necessary) in the IDOE reporting system, Cayen.
6. Jointly design data collection tools such as surveys for families, students and staff.
7. Distribute surveys to students and families, and facilitate distribution to teachers through Cayen.
8. Provide Limelight with access to the EZ Reports system.

Responsibilities of Limelight

1. Design an evaluation manual with data collection, reporting, and submission deadlines.
2. Assist SCYC to measure project outcomes.
3. Jointly design data collection tools such as surveys for families, students and staff.
4. Collect qualitative data through site visits and interviews as needed.
5. Maintain records of all collected data and conduct statistical analyses for both formative and summative evaluation reports securely, maintaining confidentiality.
6. Prepare formative and summative evaluation reports for SCYC and submission to IDOE.
7. Facilitate sessions to present evaluation results to create program improvements.

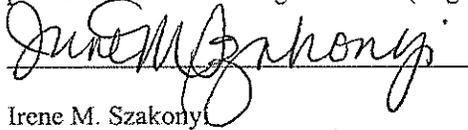
Amendments: Amendments to this MOU may be made with the mutual written agreement of both parties.

Hold Harmless / Indemnification:

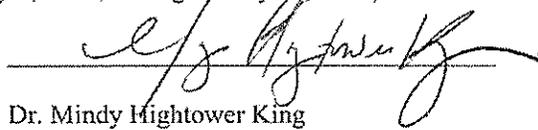
Limelight agrees to indemnify, defend and hold harmless SCYC, its board of directors, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of Limelight. It is understood that such indemnity shall survive the termination of this Agreement.

SCYC agrees to indemnify, defend and hold harmless Limelight, its officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of SCYC. It is understood that such indemnity shall survive the termination of this Agreement.

This memorandum of understanding becomes effective when funding is granted through the Indiana Department of Education. Agreed on this day JUNE 12, 2020, for the period of the 21st CCLC grant term. (Beginning July 1, 2021, ending on July 31, 2025)



Irene M. Szakonyi
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Owner and President
Limelight Analytics
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APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

The Starke County Youth Club, Inc. met with **St. Peter Lutheran School** on May 21, 2020 (Date) in consultation for participation in a 21st CCLC initiative in **North Judson, Starke County, Indiana.**

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

Rhonda Reimers
Non-Public School Representative

Rhonda Reimers
Signature

Irene M. Szakonyi
Applicant Representative

Irene M Szakonyi
Signature



21ST CCLC

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

For almost twenty years The Starke County Youth Club, Inc. (SCYC) has been a leading local force for student success in both school and life. In Starke County, Indiana, rural challenges and generational poverty can have negative impacts on the community. The SCYC mission of supporting children and families works to overcome these barriers with concrete strategies for afterschool, summer, and enrichment programs that provide resources, build connections, and create outcomes that last.

When the school day ends, young people need guidance, academic support, and caring relationships. Hundreds of families already count on SCYC to provide safe, educational, engaging, and supportive programming to their students. The SCYC team works with compassion, skill, and commitment to provide high quality youth development programming at convenient and accessible school locations. Research-based curriculum, standards based lesson plans, interactive math and language activities, plus a strong focus on homework and tutoring all make student achievement possible. Social emotional skills, fine arts, and socialization complete a daily format where the whole child can develop.

This SCYC Cohort 10 21st Century Community Learning Center proposal is constructed to achieve three main goals: Improve Academic Outcomes, Improve Student Behavior and Social Outcomes, and Increase Family Involvement. It will enhance and expand the opportunities available to students and families at the only afterschool program of its kind in our community.

SCYC will grow our service to 155 students who will attend 45 days or more per year at three locations: Knox, North Judson, and Oregon-Davis Elementary Schools. The program

will operate after school (three hours daily) and during the summer (four weeks, four days per week, four hours per day). Social Emotional Learning activities that incorporate brain research and trauma informed care will be a priority. Family events, focused on adult family member participation *and* education, will be offered. This proposal encourages the coordination of local, state and federal resources through partnerships with Purdue Cooperative Extension, the Starke County Public Library, Ancilla College, and Porter Starke Services to engage our community, students, families, and schools.

The data collected for the schools served directly shows that our students need and deserve additional support to prevent academic failure. **Over 54 percent of students at these schools qualify for free and reduced price lunch, with two sites over 60%! Student performance on state and local assessments shows that a high quality, academically rigorous program is warranted. Only 29-41.7% of students passed the English/Language Arts ILEARN, well below the state average of 48.9%. For Math, the state average was 48.7%, with our students performing below that average, with rates of 39-43.8%.**

The key people involved in developing and bringing this project to fruition are a coalition of SCYC leadership (board and staff), school personnel (including superintendents, principals, and teachers), along with stakeholders (families and youth), community partners, and an evaluation team. The proposal was developed with clear and achievable performance measures to monitor student progress and program success. Limelight Analytics will partner with SCYC to provide evaluation services. In addition to academic data, qualitative data will be collected through surveys of parents, teachers, students and staff. The Indiana Quality Program Self-Assessment will harness the perspective of a diverse group of stakeholders to review the program and create actionable plans for improvement.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Minimum Criteria: The Starke County Youth Club, Inc. (SCYC) is a nonprofit youth development agency supporting children and families in rural northwest Indiana. As the **only** afterschool program of its kind in Starke County, SCYC hosts activities in three distinct school corporations: Knox Community Schools, North Judson – San Pierre Schools, and Oregon-Davis Schools. Each public elementary school meets the minimum criteria for eligibility in the 21stCCLC program grant. Review of the Free and Reduced Lunch rates reported by the Indiana Department of Education shows each school exceeds the minimum criteria of 40%. Each school records a free and reduced lunch rate above **54 percent**.

Knox Community Elementary and Middle School Free/Reduced Lunch Rate – 63.4%, 63.5%

North Judson- San Pierre Elementary School Free/Reduced Lunch Rate – 54.8%

Oregon-Davis Elementary School Free/Reduced Lunch Rate – 66.8%

All elementary schools are listed with a federal rating of Approaches Expectations, Knox Middle School is listed as Additional Targeted Support.

2. Origin of Partnership: Partnerships between SCYC and schools began in 2001 when activities first took place in school facilities. School superintendents served as founding members of the organization who realized that young people needed a place to be during the time between the end of the school day and a parent’s return from work. Initially, SCYC hosted programs in school facilities on Saturday mornings. This partnership has grown in scope and commitment to house SCYC programs in schools during afterschool, summer, and break times for enrichment activities. School employees have served on the board of directors and as staff for SCYC throughout our history, providing oversight, priceless guidance, and important policy and implementation wisdom. This application is submitted with the commitment of the Knox Community School Corporation, North Judson – San

Pierre School Corporation, Oregon-Davis School Corporation and the Starke County Youth Club, Inc..

3. Priority Area: This application proposes Social Emotional Learning (SEL) as a priority area. The curriculum, Second Step, provides purposeful activities that build social-emotional skills. An evidence-based program framework supports each session. The Indiana PK-12 Social Emotional Learning competencies developed by Dr. Lori Desautels of Butler University are an expansion of the Collaborative for Academic, Social, and Emotional Learning (CASEL) standards and will be incorporated in this application. These competencies take brain research, trauma informed care, and SEL goals into consideration to meet students where they are in their own development. Social emotional learning through Second Step is a source of invaluable skills that positively influence the lives of young people. The immediate improvements for kids in mental health, social skills, and academic achievement are apparent. Long-term results published in the American Journal of Public Health from a 2015 study showed that SEL skills gained in kindergarten had positive impacts for those young adults years later in education, employment, reduced criminal activity, substance abuse, and mental health. The positive lasting impact of learning these skills while young cannot be overstated. Students at SCYC will gain competencies in these areas:

- Sensory Motor Integration – body awareness to manage transitions
- Insight – to be self-aware and know our own emotions and find empathy for others.
- Regulation – to recognize and manage emotions.
- Collaboration – relationship skills to work with others in a positive, healthy way
- Connection – to be socially aware and have empathy
- Critical Thinking – to make decisions responsibly and ethically.
- Mindset – which can be considered grit or perseverance in new situations.

The performance measures associated with SEL competencies are found in our performance measures chart in the Program Implementation Section.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

This application meets the criteria for priority points based on the second qualification as a Rural and Low-Income applicant. Two districts served by SCYC qualify as both rural and low income. According to the U.S. Department of Education's Master Reap eligibility list, the Knox Community School Corporation and Oregon-Davis School Corporation are identified as SRSA and RLIS eligible districts. The North Judson School Corporation also qualifies as eligible as a Rural district.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: Each community served by this proposal hosts a population of less than 5,000 people. The communities have no public transportation, a lack of cultural outlets, and limited resources. Statewide, the percentage of children aged 5-17 in poverty is 16.3 percent. That figure is higher in Starke County at **22.5** percent (Kids Count Data Center, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch). According to the Indiana Department of Workforce Development's April 2020 figures, Starke County had an unemployment rate of 19.9 percent. That is higher than the statewide rate of 17.1 percent, a devastating impact of the Covid-19 pandemic.

Detailed review of the data for our students show a clear need for this project related to both poverty level and academic achievement aligned with 21st CCLC priorities. The schools served have free and reduced lunch rates much above the 40 percent eligibility standard, at over 54 percent. The analysis shows that our children and families deserve accessible, affordable, and high-quality programs to combat the negative effects of rural isolation and limited resources. Demographic and academic information is demonstrated in Tables 1 and 2.

School	Enrollment	% F/ R Lunch	2018-2019 Attendance	2018-2019 Corporation Graduation Rate	Caucasian	Hispanic	Multiracial, African American, or Other
Knox Elementary	669	63.40%	96.40%	94.40%	91.50%	6.10%	2.400%
North Judson –San Pierre Elementary	507	54.80%	95.20%	90.40%	94.70%	3%	1.900%
Oregon-Davis Elementary	283	66.80%	94.50%	77.10%	92.90%	2.80%	4.300%

Table 1. Student demographic and behavior data (Source: Indiana Department of Education)

Elementary School	2018-2019				
	English / Language Arts	ELA State Average	Math	Math State Average	% of 3rd grade passing IREAD
Knox	39.4%	48.9%	39.8%	48.7%	90.80%
North Judson	29.4%		43.8%		87.30%
Oregon-Davis	41.7%		43.7%		79.60%

Table 2. Student assessment and achievement data (Source: Indiana Department of Education)

2. Current Programming: The programming currently available and proposed at SCYC is displayed in Table 3. Our Cohort 8 program under 21stCCLC serves students at three elementary schools from school dismissal for three hours. This 21stCCLC term expires in May of 2021. At the beginning of this grant cycle, no elementary sites at SCYC will be covered by the 21stCCLC program without this proposal. SCYC is the only afterschool provider for these students, and regularly maintains a waiting list for service. **This proposal expands the number of participants, and serves at least 155 students across Starke County who will attend 45 days or more.** This is a reasonable goal based on SCYC’s past recruitment and retention illustrated in our evidence of previous success. *In the 2019-2020 school year, 158 students attended SCYC afterschool programs for 45 days or more.* This number is especially impressive, considering the pandemic that closed schools in mid-March. This project provides critically needed

academic and social support for rural families. The program addresses the gaps in student needs and outcomes illustrated by standardized assessment results, where improvement is still needed.

This project increases the access and amount of time students are exposed to academic strategies in the content areas of math and language with evidence-based curriculum, with the addition of KidzMath curriculum. Tutoring will be available at all locations in both a small group and one-on-one basis during the school year. To address social and behavioral gaps identified by teachers that students need to better manage their emotions, build interpersonal relationships, and cope with stress, this project promotes Social Emotional Learning. Family services are offered with dedicated adult education through our GEAR Up activities (Guidance, Education, and Resources).

3. Enhance or Expand:

Table 3. Currently available and enhanced/expanded programs.

School Name/ Grades Served	Current Programs (type of service, time, days, students served)	Expansion / Enhancement (new services, time, days, students served)
Knox Community Elementary School –KCES (K-4)	Academics and enrichment offered M-F from 2:40 – 5:40 pm, serving 70 K-5 students daily funded by 21stCCLC Cohort 8 that expires May 2021.	Serving 70 K-4 students with academics (homework, tutoring, math, and language) and enrichment (arts, recreation, life skills, STEM, social emotional learning) during the school year for at least 160 days. Summer programs M-Th for 4 hours per day, for four weeks. Enhanced focus on year-round SEL programming. Parent involvement opportunities weekly, with 5 GEAR Up sessions each program year.
Knox Community Middle School - KMS (5-8)	Ten students served with academics and enrichment M-F from 3:05– 5:40 pm. Not currently funded by 21stCCLC.	Serving 10 students with academics (homework, tutoring, math, and language), enrichment (arts, recreation, life skills, STEM, social emotional learning) during the school year for at least 160 days at the Elementary School location. Parent

		involvement opportunities weekly, with 5 GEAR Up sessions each program year.
North Judson – San Pierre Elementary School – NJES (K-6)	Academics and enrichment offered M-F from 2:15 – 5:15 pm, and serving 30 students daily funded by 21stCCLC Cohort 8 that expires May 2021.	Serving 40 students with academics (homework, tutoring, math, and language) and enrichment (arts, recreation, life skills, STEM, social emotional learning) during the school year for at least 160 days. Summer programs M-Th for 4 hours per day, for four weeks. Enhanced focus on year-round SEL programming. Parent involvement opportunities weekly, with 5 GEAR Up sessions each program year.
Oregon – Davis Elementary School – ODES (K-6)	Academics and enrichment offered M-F from 2:15 – 5:15 pm, and serving approximately 30 students daily funded by 21stCCLC Cohort 8 that expires May 2021.	Serving 35 students with academics (homework, tutoring, math, and language) and enrichment (arts, recreation, life skills, STEM, social emotional learning) during the school year for at least 160 days. Summer programs M-Th for 4 hours per day, for four weeks. Enhanced focus on year-round SEL programming. Parent involvement opportunities weekly, with 5 GEAR Up sessions each program year.

4. Identified Needs: This project is a direct answer to student needs identified by data analysis.

School leaders were part of ongoing consultation as the proposal developed. Grades, state and local assessment data, and evaluation results inform discussion with school personnel to establish targets for improvement and to support the program structure. Ongoing meetings with building level principals keep all parties aligned to the focus for each building over time. Moreover, the review of annual teacher and family surveys helps define gaps and needs, including those for social emotional growth. In a small community, we understand that we are dependent on one another to reach our goals. Our partners from the Starke County Public Library and Purdue Cooperative Extension provide critical information about kids and community. Partners are invited to participated in the Indiana Quality Program Self-Assessment at each location. They also communicate regularly with Site Coordinators to adapt and refine the program to best serve

student needs and interests. These schools have high percentages of students who qualify for free or reduced price lunch. Research by John Hopkins sociology professor Karl Alexander shows that kids from low-income families feel the effects of summer learning loss the most. Those impacts compound over the years and contribute to a significant achievement gap. Summer programs for Starke County kids are imperative. Family input was achieved through parent and student surveys and indicate a continued need for services. Over seventy-five percent of SCYC families indicate that SCYC helps their student be more interested in school and achieve better grades. Adult family members are part of our Indiana Quality Program Self - Assessment and routinely provide input about the need and scope of services, including the need for social emotional supports. Our students report that they like the program (94 percent) and it helps them make healthy choices and get along with others. *Additionally, over 88 percent of students believe SCYC helps them get their homework done and do better at school.* Students also have multiple opportunities to provide meaningful feedback on the types of activities and content they would like to explore through surveys and polls. Teachers surveyed overwhelmingly indicated (81%) that participation in SCYC benefits their students. To be responsive to the needs of our community, these stakeholders, including youth, are invited to participate in our Advisory Committee.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration: SCYC has created wonderful, lasting relationships with other local agencies to our mutual benefit. SCYC can provide the student population and audience for many types of content, while partners provide much needed expertise, programming, training, and financial support. All partners each offer distinct in-kind support to SCYC as outlined in their Memorandum of Understanding. The core partnerships for this proposal are

between the three school corporations and SCYC. Each school corporation commits tremendous in-kind support: use of school buildings including, but not limited to: library, media center, gymnasium, classrooms, and office space. Custodial service, equipment, utilities, and internet are also provided at no cost. The School Lunch Program and USDA Summer Food Service Program are used by schools to provide a healthy snack and meal to all SCYC attendees – valued overall at \$24,000. The corporations provide transportation service when needed (particularly in the summer) at a contracted cost. Other partnerships with Purdue Cooperative Extension Services and the Starke County Public Library System leverage multiple lines of national, state, and county tax funding to train SCYC staff and to provide supplies and implement activities with professional staff at no cost to SCYC, a savings of \$7,000. In specific, Purdue Cooperative Extension Services provides science and CATCH curriculum and activities to SCYC sites on a monthly basis. These activities are research based and implemented by the County Extension Director, Julia Miller, Extension Educator - 4-H Youth Development and Purdue educators. Starke County Public Library Head of Children and Young Adult Services, Janine Tuttle-Gassere, hosts activities for SCYC members at the Knox Library branch facility, and travels to our other sites to make sure that programs are accessible to our students. Ancilla College provides a federal work study student (valued at \$5,500) to work in the afterschool program at no cost to SCYC each year. This is typically a student in the education department, who works each day with young people to find academic success. Finally, Porter Starke Services is our local mental health provider, and they offer trainings to our staff members at no cost on multiple topics from mental health and trauma informed care to adverse childhood experiences, a value of \$1,500.

2. Identifying Partners: Several of these partnerships began nearly two decades ago. School superintendents were guiding members of the SCYC board and helped bring the dream of an “out of school” program to reality. Schools and SCYC share the goal of promoting student success. Consistent and ongoing communication between principals, teachers, and site coordinators establishes a continuum of conversation about the performance measures for this project. In this way, all partners are aware of student progress and implementation goals. As priorities and protocols change for schools, these relationships allow SCYC to be nimble in addressing the needs and gaps that exist. The children’s librarian served on the SCYC board and has been working cooperatively with us to provide literacy and reading programs at SCYC since the program began. The Purdue Cooperative Extension Services shares many of our goals related to science education and interest in science careers, providing SCYC with programs, staff, and supplies. As they attempt to expand their reach to more young people, Club is the perfect place to pilot projects and activities, and Club members enjoy the extra STEM experiences. Porter Starke Services, our local mental health provider, became a committed partner as SCYC became involved in the community consortium to stop the opioid epidemic in Starke County. They recognized our implementation of Second Step social emotional curriculum as a strong asset to community health and wellness, and a first step for young people to grow up without substances. As SCYC developed staff recruitment strategies, Ancilla College was a logical connection. The AncillaWorks program gives students relevant, local work experience. This means Ancilla can meet the SCYC demand for enthusiastic talent and positively impact our community. Each partner was involved in the design of our proposal through meetings and continued conversations. The detailed commitments and agreements are noted in the Memorandums of Understanding, Appendix 1.

3. Volunteers: Volunteers help us do our critical work and keep the lights on. Volunteers provide vibrancy, new ideas, fresh energy, and much needed commitment to the mission. They contribute to programs and participate in advisory roles. Active and influential current volunteers recruit others by word of mouth. SCYC makes announcements and presentations at meetings, senior centers, colleges, and vocational programs. Our highest response rate is conversations after a presentation at an event, especially for service organizations like Lions or Kiwanis. Information is distributed through press releases to the newspaper, radio, organization newsletters, and church bulletins. When needed we also post flyers in local venues like coffee shops, libraries, banks, community centers, post offices and government offices. Access to potential volunteers comes from volunteer service orgs like RSVP and Purdue Cooperative Extension. We have a history of success with Extension Homemakers groups who read to students, tutor, or participate in activities. We post on social media and volunteer portals like Volunteer Match. In this way we can recruit volunteers who have experiences that are a good match for SCYC needs, like experience working with kids, previous teaching experience, or content specific interests like fitness, reading, or science. This provides skilled and passionate individuals to create academic and personal success for young people that directly impact the goals of this project. All volunteers are screened with interviews, references, and background checks.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. Recruitment Criteria: Recruitment and retention are excellent at SCYC, and often result in a waiting list for service. Costs are low at \$30 per year, with scholarships readily available. Students are identified by a number of factors, including classroom grades, assessment scores, and behavioral indicators. Registration for the program is advertised through the school and at school events, on the SCYC website, and social media. Recruitment includes

partner recommendations (including school staff) and contact from the Site Coordinator.

SCYC provides accommodations (adapted equipment or materials like visual schedules, noise-dampening headphones, and manipulative / fidget toys) as needed and equitable access.

Family members of registered students are recruited to participate through frequent in person chats and telephone calls, and student created invitations. Information about activities and family events is published monthly in newsletter form, on the SCYC website, through social media, by text notification, and in press releases. Schools to be served by the 21stCCLC program are Knox Community Elementary School, Knox Community Middle School, North Judson – San Pierre Elementary School, and Oregon-Davis Elementary School. SCYC will additionally serve students from the private school, St. Peter Lutheran School.

- 2. Community Data:** Analysis of the data for Starke County makes a clear case for this project and accessible, affordable programs for youth and families. Statewide, the percentage of children aged 5-17 in poverty is was 16.3 percent. That figure is higher in Starke County at **22.5** percent (Kids Count Data Center, U.S. Census Bureau, Housing and Household Economic Statistics Division, Small Area Estimates Branch). With higher poverty rates than surrounding communities and lower educational attainment, our students face hurdles they need support to overcome. In our county, only 43.4 percent of adults over 25 have a high school diploma, and only 7.6 percent have earned a bachelor's degree or higher. (Source: US Census Bureau, 2014) According to the National Center for Education Statistics, U.S. Program for the International Assessment of Adult Competencies (PIAAC, 2012-2017) only 37% of Starke County adults have attained level three literacy, and only 27% have achieved level three numeracy proficiency.

3. Parental Involvement: SCYC encourages a lifelong love of learning. Our children deserve safe, enriching environments with positive role models. Their families can depend on SCYC and grow to trust we have their best interest at heart. The stronger our relationship with kids and families, the better the outcome for all involved. SCYC is intentional to build rapport with adult family members, not just student participants. Whether we are communicating face-to-face, through phone calls or texts, emails, social media, or newsletters, we create moments of trust and connection. Events with adult family members are frequent in our program model; they promote social involvement and relationship development as well as education. Students in the program even create invitations for their family members to encourage them to join in. To support meaningful family participation, activities are scheduled for late in the program day once every week. SCYC hosts family orientation at each site to address our mission and purpose. Orientation is the prime time to discuss our goals for their student in terms of attendance, academic improvement, and personal growth. It also allows us to personally invite adults to participate more. We encourage families to attend at least 4 program dates each year. In previous years, at least **60 percent** of our students have achieved this goal. Family GEAR Up events include orientation, internet and technology safety class, accessing and using online student data portals to keep updated on student progress and keeping kids motivated to learn, a reading readiness project for improving reading skills at home, and Family Day to reduce drug, alcohol, and tobacco abuse/experimentation. Each year adult family members are surveyed about how we can provide additional services to them, and what GEAR Up activities might benefit them. These events represent the entire community, including the school, library, cooperative extension, and collaborating agencies.

- 4. Snacks and /or Meals:** Each school’s food service department prepares snacks and meals according to the USDA guidelines at no cost to SCYC. These snacks are not paid for in any part by 21stCCLC funds. Snacks are left in a mutually designated space so that SCYC staff can serve children upon their arrival each afternoon. During the summer, school food service staff prepares and serves breakfast and lunch to participating students through the Summer Feeding program daily. This is again provided at no cost to SCYC or 21stCCLC. The commitment of each school to provide snacks and meals at no cost is outlined in Appendix 1, Memorandums of Understanding.
- 5. Weekly Schedule:** The SCYC 21stCCLC will be available to students beginning in August 2021. Summer and school year programs are aligned to each school’s calendar. Program times shift by 30 minutes on Fridays at Knox and Oregon-Davis, due to schools’ Friday early dismissal schedules. All sites are scheduled for 15 hours of service per week, for 160 program dates. This exceeds the minimum requirements for 21stCCLC. The following tables reflect the proposed weekly schedules and activities, and the summer schedules.

Knox Community Elementary Site: 3 hours per day x 5 days per week = 15 hours per week. This school dismisses early on Fridays.				
Monday	Tuesday	Wednesday	Thursday	Friday
2:40 - 3:10				2:10-2:40
Snack and Announcements - All Grades				
3:10-3:55				2:40-3:25
Homework and Second Step - All Grades to grade grouped homework rooms				
3:55-4:35				3:25-4:05
All grades rotate to enrichment through the week and month by grade level and interest. Centers include: STEM, Math, Library, Cultures, KidzLit, KidzScience, KidzMath, Homework Overflow				
4:35-5:15				4:05-4:45
All grades rotate to enrichment by grade level and interest, all attend Family Friday. Centers include: Fitness, Cooking, Technology, Tutoring, Craft, CREATE, Community Time.				Family Friday
5:15-5:40				4:45-5:10
Recess, Dismissal				

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North Judson Elementary Site: 3 hours per day x 5 days per week = 15 hours per week.				
Monday	Tuesday	Wednesday	Thursday	Friday
2:15-2:40				
Snack and Announcements - All Grades				
2:40-3:30				
Homework and Second Step- All Grades to grade grouped homework rooms				
3:30-4:10				
All grades rotate to enrichment through the week and month by grade level and interest. Centers include: STEM, Math, Library, Cultures, KidzLit, KidzScience, KidzMath, Homework Overflow				
4:10-4:50				
All grades rotate to enrichment by grade level and interest, all attend Family Friday. Centers include: Fitness, Cooking, Technology, Tutoring, Craft, CREATE, Community Time.				Family Friday
4:50-5:15				
Recess, Dismissal				

Oregon-Davis Elementary Site: 3 hours per day x 5 days per week = 15 hours per week. This school dismisses early on Fridays.				
Monday	Tuesday	Wednesday	Thursday	Friday
2:15-2:40				1:45-2:10
Snack and Announcements - All Grades				
2:40-3:20				2:10-2:50
Homework and Second Step- All Grades to grade grouped homework rooms				
3:20-4:00				2:50-3:30
All grades rotate to enrichment through the week and month by grade level and interest. Centers include: STEM, Math, Library, Cultures, KidzLit, KidzScience, Kidz Math, Homework Overflow				
4:00-4:40				3:30-4:10
Family Monday	All grades attend Family Monday, rotate to enrichment by grade level and interest. Centers include: Fitness, Cooking, Technology, Tutoring, Craft, CREATE, Community Time			
4:40-5:15				4:10-4:45
Recess, Dismissal				

Summer Schedules - Knox, North Judson, and Oregon Davis Sites: 4 hours per day x 4 days per week = 16 hours per week, for 4 weeks.				
Time	Monday	Tuesday	Wednesday	Thursday
8:00-8:20 AM	Breakfast and Announcements			
8:20-9:00 AM	Kidz Science	Gardening	KidzLit	CIA
9:00-9:40 AM	Fitness	Cooking	Games	Craft / Create
9:40-10:40 AM	STEM	CATCH	STEM	STEM
10:40-11:30 AM	Open Recreation			
11:30-12:00 PM	Lunch			

Activity	Activity Description
Homework Time	Grade level appropriate homework rooms are hosted daily. There are required steps in these rooms. 1. Homework, 2. Writing Assignment, 3. Reading, 4. Support Activities
Homework Overflow	Students who cannot complete homework in the initial homework time can attend homework overflow, additional time to complete assignments.
Second Step	Second Step teaches the ability to assess and manage our own feelings and responses, and to strengthen empathy. One lesson each week, plus daily follow up activities are hosted.
Tutoring	One-on-one / small group tutoring is provided for a limited number of students to address identified deficiencies in core content areas like math and language or other needs.
Community Time	Community Time combines ways for students to relax, learn cooperative play, taking turns, and communication through games, legos, blocks, and creativity.
STEM / KidzScience	S.T.E.M. stands for science, technology, engineering and math. It features resources from LEGO and KidzScience kits. Working in groups, there are problems to solve, building challenges, experiments, and robotics experiences.
CIA – Cultures in Action	The cultures and traditions of places around the world are explored using a month long theme. Cooking indigenous foods, playing traditional games, or creating art from another culture take place. This builds an open mind and an appreciation for the commonality of all humans.
Literacy	KidzLit activities include stories read aloud and connected activities. Students improve vocabulary skills, increase reading fluency by participating in a play, or work on sequencing by gluing magazine articles back together or writing the steps for making a PB&J sandwich.
Math	Students explore math facts, math concepts, and vocabulary in an interactive, high paced center. Instead of pencil and paper work, kids explore concepts by doing. No matter the concept, movement and experiential learning is used.
Fitness	Movement and healthy choices are the focus. Students play large group games, work on fitness with yoga, dance, sports, or play skill-based games. Students might study game rules, game strategies, or fitness/health information.
Technology	Kids use tablets to improve basic technology skills. Math, language/reading, and fun games are loaded as apps for student choice.
Craft and Create	Craft focuses on the process where youth learn to follow directions, create, cut, and paste. The Create center focuses on fine art and integration. Students may learn about periods in art, famous sculptors, or musicians. Virtual tours of famous museums and historic structures, or videos of dance and theater round out the content.
Cooking	Students learn basic techniques like chopping, mixing, and measuring – necessary life skills. The focus is on health and nutrition with lots of fruits and vegetables. Math and literacy (where applicable) and safety are addressed.
Family Friday / Monday and GEAR Up	Family Friday/Monday celebrates family engagement, college and career readiness, and community pride each week. GEAR Up is specific for adult family members and provides 5 events of guidance, education, and resources. Past GEAR Up events include flu clinics, financial planning, Family Day dinner, Family Orientation.
Library Time	In partnership with the public library, SCYC provides walking field trips to and visits from the public library with literacy and reading goals.
CATCH	CATCH (Coordinated Approach to Child Health) is an evidence-based curriculum designed to promote physical activity and healthy food choices. CATCH emphasizes healthy nutrition by identifying foods low in sodium, fat, and sugar. This program is facilitated by Purdue Cooperative Extension.

Table 4. Activities and Descriptions

- 6. Alignment to Standards:** Indiana Academic Standards are an integral part of the activities at SCYC. Math, language, science, and social emotional learning activities are supported by a lesson plan or evidence-based curriculum that aligns to state standards. Evidence-based curricula that are in use include: KidzScience, KidzLit, KidzMath, and Second Step. Where a purchased curriculum is not in use, lesson plans are developed by Site Coordinators. This allows the program to be responsive to student needs and achievement data and more creative in approach. The SCYC Executive Director approves the activity plan for each month before implementation. School staff work in collaboration with SCYC to connect to priority areas for each school and each grade level in the content areas of math and English/language arts. SCYC works to align programming to the Indiana Afterschool Network Afterschool Standards. The Top Ten standards are utilized as an ongoing checkpoint for program quality. Each year, sites convene a stakeholder group including parents, school day staff, partners, and SCYC staff members to review the standards as part of the Indiana Quality Program Self-Assessment. The results of that stakeholder session create a site report that Coordinators discuss with their site staff informally. Each team works with the Executive Director to create SMART goals for program improvement and staff training for the rest of the year. In order to support the Indiana Academic Standards for English / language arts and math achievement and the Indiana Afterschool Standards, SCYC incorporates three strategies:
- **Homework Help** – All students attending will participate in this portion for a minimum of 40 minutes. All daily homework assignments for math and English/language arts will be addressed, in addition to other subjects. Students will be encouraged to participate in reading, daily writing prompts, vocabulary, sight word work, and flash cards to support the

schools' ongoing improvement practices. An "overflow" session is available to students who cannot finish in this time frame.

- **Individual and Small Group Tutoring** – One on one or small group sessions are devoted to specific content area review and assistance for struggling students.
- **Education and Enrichment Activities** – A wide array of educational, enrichment, and family events are planned to support attendance and inclusion in the educational process. Activities have a lesson plan aligned to state standards and teach concepts in an enjoyable and interactive format. A brief explanation of each activity is included in Table 4, above. Students can choose from high quality experiences in many activities: STEM, Cultures in Action, Technology, Craft, Create, Community Time, Fitness, Literacy, Cooking, and Math. These activities provide another platform for reading, vocabulary support, writing practice, illustration and written response practice. They support fluency with repeated readings (KidzLit, writing prompts). Math goals are addressed through STEM projects (Lego WeDo 2.0 and KidzScience) and physical games that reinforce math facts, operations and computation, problem solving, and measurement practice. There are opportunities for this in our Culture centers where SCYC utilizes a cross content approach. Students read informational text about other places in the world and instructions for recipes and games. Math goals are to improve math computation and problem solving through interactive math activities. In the cooking center, kids complete basic math computations - add, subtract, multiply and divide. They also learn to measure and tell time. STEM activities promote awareness of STEM professions and improve critical thinking, vocabulary, problem solving, and logic. Social emotional learning and supports are woven throughout the Club day. Each grade level will participate in age-appropriate Second Step session for 40

minutes at least once per week, with 22 lessons in total. There are daily follow up activities, too. Second Step uses fun games and songs, reading, storytelling, puppetry, singing and drawing. Interactive lessons teach about making friends, managing emotions, and solving problems. Each unit focuses on one of the four core elements (skills for learning, empathy, emotion management, problem solving) and each lesson is sequential, or builds on the one before.

7. Staff Recruitment and Retention: Staff members make the crucial difference in maintaining a positive student experience and creating success. SCYC does not discriminate in selecting/retaining staff. A standard hiring process is used. Candidates must fit within the SCYC organizational culture and share our values and respect for kids. In order to recruit the largest pool of qualified candidates to work at SCYC, we utilize many approaches. We work to recruit individuals that are a cultural fit for our community and represent our young people, but also bring diversity and new perspectives to our young people's experience. All positions at SCYC have established job descriptions that communicate the minimum requirements for a specific role so that qualified candidates are found. Word of mouth from current employees and partners is often successful in recruiting new employees. SCYC posts vacancies through our local schools, colleges, and universities. Vacancies are also posted on our website, our organizational newsletters, Indiana Career Connect, Indeed, our local radio station and newspapers, and the Chamber of Commerce. Social media outreach is conducted through Facebook and LinkedIn. SCYC provides opportunities for advancement, when considering internal candidates for promotion, rather than an outside hire, if available. Each potential employee is screened before hire. The process includes a completed application, a personal interview, verification of work history and references, and a

background check. The interview process includes a face-to-face or phone interview, a set of consistent questions that will determine suitability to work with children and those specific to the job, an explanation of the program, and job expectations.

Wage scales for each job title exist in writing and are provided to each employee. Any changes to the existing ranges or for new job titles are the responsibility of the Board of Directors. The scales are reviewed annually by the SCYC board and take into consideration the diversity and complexity of duties, the amount of responsibility or judgement exercised, the position within the organizational chart, and the qualifications required. Compensation is based on prevailing rates for similar work in other organizations. The board reviews local, state, and national employment and salary data. When reviewing and establishing wage scales, data is gathered from GuideStar, from employment postings from other organizations, and employment platforms like Indeed or Monster. The board also considers any legal requirements or contract agreements. Current wage bands are listed in the chart below.

Position	Min	Max
Aide	\$ 7.25	\$ 10.00
Instructor	\$ 8.00	\$ 13.00
Certified Teacher	\$ 15.00	\$ 20.00
Site Coordinator	\$ 13.00	\$ 20.00
Administrative Assistant	\$ 8.00	\$ 18.00
Executive Director	\$ 18.00	\$ 27.00

Each staff member's wage is reviewed annually by the Executive Director. These reviews consider the staff member's performance, local economic conditions, comparisons between similar types of positions, national trends, and the organization's financial position.

Staff members receive professional development opportunities as part of their work at SCYC. It may be difficult to find an employee candidate with a full “tool box” upon hiring,

so SCYC believes strongly in our ability to train up employees for work with kids. All employees are oriented to the working environment, philosophy, and/or goals for youth development that pertain to the job. These develop the staff and their skills so that they are best prepared to manage the normal stresses of the afterschool field. Training is available from a multitude of sources and trainings are often chosen based on staff member input. We understand that an employee who feels confident and competent at their work will stay longer and perform better. As employees gain education and experience they have the ability to move up the wage scale and up the organizational chart at SCYC.

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

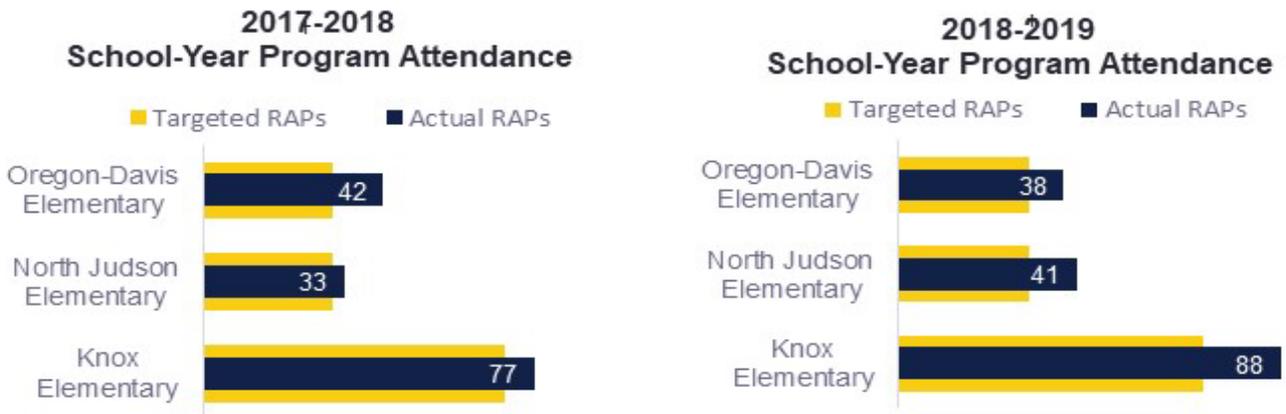
SCYC had a successful 21stCCLC Monitoring visit on February 29, 2019. In our monitoring visit report issued by Erin Busk with the Indiana Department of Education it was noted that no corrective actions were needed. A summary of attendance and academic outcomes that are evidence of SCYC recruitment, retention, and student success are displayed below.

Evidence of Previous Success

2017-2019

Program Attendance

The Starke County Youth Club, Inc., has provided programming at the three elementary sites listed in the application for the past seven years. Program sites consistently served a high number of regularly attending participants (60+ days), exceeding the targeted number of RAPs during the 2017-2018 and 2018-2019 school years.



*Targeted RAPs by Site: Oregon-Davis Elementary: 30 students, North Judson Elementary: 30 students, Knox Elementary: 70 students

The Starke County Youth Club, Inc.
Evidence of Previous Success

2017-2019

2018-2019 Progress Toward Academic Performance Measure

Students who attended the SCYC afterschool program showed positive outcomes for math and ELA grades, with 86% and 77% of students earning a B or Better or improving their grade, respectively. Students showed strong academic outcomes in other areas as well. Notably, 68% of Oregon-Davis students were proficient on the math portion of the PIVOT assessment, while 63% of students at North Judson met their growth goals on the math portion of the NWEA assessment.

Outcome	Performance Measure
86%	of RAPs will earn a B or Better or improve their grade in Math from Fall to Spring (among those students from all sites assessed with a traditional grading scale).
77%	of RAPs will earn a B or Better or improve their grade in ELA from Fall to Spring (among those students from all sites assessed with a traditional grading scale).
86%	of K-5th grade teachers will report that students did not need to improve or improved 'completing homework to the teacher's satisfaction' by spring (Knox Elementary)
85%	of K-5th grade teachers will report that students did not need to improve or improved 'academic performance' by spring (Knox Elementary)
51%	of regular participants will meet growth goals on the ELA portion of the NWEA assessment in spring (North Judson Elementary)
63%	of regular participants will meet growth goals on the math portion of the NWEA assessment in spring (North Judson Elementary)
45%	of regular participants will be proficient on the ELA portion of the Pivot assessment in spring (Oregon-Davis Elementary)
68%	of regular participants will be proficient on the math portion of the Pivot assessment in spring (Oregon-Davis Elementary)

As an applicant who has provided previous 21stCCLC programming, the following charts reflect our most recent two years of professional development plans.

SCYC Professional Development Plan
 2019-2020

Timing	Professional Development Activity
July 29-30	Orientation - mission, policies, discipline, procedures, HW, ACES, SEL
July 31, 2019	Lifeline Training - CPR/1 st Aid/Universal Precautions
August	Senior Staff Meeting - Second Step, New Data System, Kidz Science, KidzLit, STPM's
August	Direct Service Staff Meeting -Allergies, codes, safety drills & locations
September	Senior Staff Meeting - GEAR Up and Guests, Tutoring
September	Direct Service Staff Meeting - Second Step, Classroom Management / Homework Procedures
October	Senior Staff Meeting - STPMs and RAP goals
October	Direct Service Staff Meeting - Site Visit Notes / Literacy Strategies
October	21stCCLC MultiState Conference
November	Indiana Youth Institute Kids Count Conference
November	Senior Staff Meeting - INQPSA, GEAR up Check in, Renewability, Local Eval Notes
November	Direct Service Staff Meeting - Club language, Instructor/Aide communication, (support document), brain breaks
December	Senior Staff Meeting - Family Communication; SMART goals from local eval
December	Direct Service Staff Meeting - RAP goal check in, Renewability, Academic Fridays, SMART goals from Local Eval
January	Senior Staff Meeting - Operating procedures review, STPM goals
January	Direct Service Staff Meeting - Club philosophy & discipline, STPM goals
February	Senior Staff Meeting - Survey Review; Summer plans
February	Direct Service Staff Meeting - Accomodation & Inclusion; Safety Drills
March	Senior Staff Meeting - Inventory, Summer Plans, STPMs
March	Direct Service Staff Meeting - Second Step, family surveys
April	Indiana Afterschool Network Out of School Time Summit
April	Senior Staff Meeting - STPM, Student Retention and Registration, Surveys
May	Senior Staff Meeting - Program Wrap Up
May	Direct Service Staff Meeting - Surveys and Data Collection; ReRegistration
As Needed	LEGO Education Academy - WeDo 2.0
Ongoing	Click2Science STEM Training Webinars - STEM curriculum, implementation, student acheivement.
Ongoing	National Afterschool Association Afterschool / Management Training - Core competencies through administrative skills.
Ongoing	Cypherworx Indiana Professional Development Academy - School Age Certificate Series includes cognitive development, bullying, character development, and a multitude of other topics. These increase staff ability to differentiate instruction, build objectives and strategies for a variety of learners
Ongoing	Second Step - social and emotional learning curriculum training
Ongoing	IN-QPSA Webinars (Nov, Dec, Feb)
Ongoing	IYI Webinars, Youth Worker Café, EdWeb, Aha! Process



IDOE 21st CCLC Program Professional Development Plan



Program Name	The Starke County Youth Club, Inc.
Program Director	Irene Szakonyi
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
CPR / 1st Aid/ Universal Precautions	Lifeline Training	Certification for staff members and education in emergency response	Improved safety and emergency response	Site Coordinator – 1 Front Line Staff – 18	4	\$950	79% 21stCCLC 21% unrestricted	July 2020	Developmental practice methods
Child Abuse Prevention	Indiana Department of Child Services	Understanding of signs and reporting mandates	Improved safety and program operation	Program Director - 1 Site Coordinator – 3 Front Line Staff – 22	3	\$1000	In Kind	July 2020	professionalism
Classroom management / homework procedures	Site Coordinators	Improve process and procedures for effective homework centers	Improved academic outcomes	Front Line Staff – 22	1		In Kind	August 2020	Developmental practice methods
Trauma Informed Care / ACES	Porter Starke Services	Improved understanding of universal precautions for trauma	Improved relationships with students.	Program Director - 1 Site Coordinator – 3 Front Line Staff – 22	3	\$1000	In kind	August 2020	Cultural and human diversity / Applied human development
SEL / Brain Science	Revelations in Education / Second Step	Increased knowledge about brain development	Improved discipline strategies	Program Director - 1 Site Coordinator – 3 Front Line Staff – 22	3		In Kind / Unrestricted	August 2020	Applied human development
Literacy Strategies	Site Coordinators	Improved lesson content and procedures	Improved academic outcomes	Site Coordinator – 3 Front Line Staff – 22	1		In kind	October 2020	Developmental Practice methods
IYI Kids Count	IYI - Varies	varies	Improved outcomes for staff and students in program structure, content, and relationships	Program Director - 1 Site Coordinator – 3	8-12	\$740	21stCCLC	December 2020	
OST Summit	IAN - Varies	varies	Improved outcomes for staff and students in program structure, content, and relationships	Program Director - 1 Site Coordinator – 3	8-12	\$400	21stCCLC	April 2021	
Management Training	National Afterschool Association	Improved team and management interactions	Improved staff recruitment, management, and retention	Program Director - 1 Site Coordinator – 3	variable		21stCCLC		Professionalism
Cypherworx	IAN - Cypherworx	School age certificate or content specific class objectives	Improved program implementation, specific content competence.	Site Coordinator – 3 Front Line Staff – 16	variable	\$760	21stcclc		
Variable	NWI Regional	Variable	variable	Site Coordinator - 3 Front Line staff - variable	variable		In Kind		
IYI Youth Worker Café	Indiana Youth Institute	Variable	variable	Site Coordinator – 3 Front Line Staff – 10	1.5 per session	\$0	In Kind / No cost		
Staff Meeting / Training	Director / Coordinators	Varies – Safety drills and policies, curriculum usage, STPM's, RAP Goals, brain breaks, local evaluation goals, communication strategies.	Improved outcomes for staff and students in program structure, content, and relationships	Program Director - 1 Site Coordinator – 3 Front Line Staff – 22	45 – 90 min per meeting	\$0	In Kind	monthly	Professionalism, cultural and human diversity, relationship and communication, developmental practice methods.

Professional Development Plan Cost:

Total Estimated Cost	\$4850	% of Total Budget	2.1%
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PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. **Evidence Based Programming:** SCYC continues to be responsive to innovation and aligned to best practice. The evidence-based curriculum for this proposal are listed below.
 - a. Afterschool KidzLit features relevant fiction and nonfiction books that are read aloud and independently. Youth work on a follow up activity that encourages expressing their feelings and ideas through discussion, art, and writing. These activities increase the joy of reading, improve vocabularies, and deepen their thinking.
 - b. LEGO WeDo 2.0 for STEM, robotics, and programming is built on the Next Generation Science Standards. Students build robots through schematic designs and program them to complete simple and complex tasks.
 - c. Afterschool KidzScience includes the topics of life science, physical science, and green science. The kits can be done in any order, but have a sequence for best results. Each session is broken in to an engagement, exploration, and understanding section.
 - d. Afterschool KidzMath uses 50 fun games and stories to practice math skills and build confidence. The games are both active and tabletop. These lessons can be used by instructors who are not teachers, or who have differing levels of experience with implementation.
 - e. Second Step activities build social emotional skills. An evidence-based program framework supports each session. The Second Step program covers skills of self-awareness and -management, social awareness, relationship skills, and responsible decision-making. Each lesson uses conversation, photos, video or audio, and songs. Kids practice a concept each week.

2. Table:

Goals	Objectives	Program Activities	Performance Measures	Assessment Strategies
Knox Elementary Site				
1.Improve Academic Outcomes	1.1 Increase math achievement for regularly attending participants (RAPs)	<ul style="list-style-type: none"> Homework help, small group and individual tutoring Educational and enrichment activities (STEM, KidzMath, Cooking, Cultures, Second Step) 	1.1.a 75% of RAPs will earn a B or better or improve their grade level performance in Math from Fall to Spring. 1.1.b 50% of K-1 st grade RAPs will show growth on the math portion of Exact Path assessment from fall to Spring. 1.1.c 60% of teachers will report that students did not need to improve or improved 'academic performance' by spring	1.1.a School records 1.1.b ExactPath assessment 1.1.c Teacher surveys
	1.2 Increase English / Language Arts achievement for RAPs	<ul style="list-style-type: none"> Homework help, small group and individual tutoring Educational and enrichment activities (STEM, KidzLit, Achieve, Cultures, CREATE cooking, Library, Second Step) 	1.2.a 75% of RAPs will earn a B or better or improve their grade level performance in English/Language arts from Fall to Spring. 1.2.b 50% of K-1 st grade RAPs will show growth on the ELA portion of Exact Path assessment from fall to Spring. 1.2.c 60% of teachers will report that students did not need to improve or improved 'academic performance' by spring.	1.2.a School records 1.2.b Exact Path assessment 1.2.c Teacher surveys
2.Improve Student Behavior and Social Outcomes	2.1 Increase positive classroom behavior and performance for RAPs 2.2 Increase student self-awareness and emotion management.	<ul style="list-style-type: none"> Educational and enrichment activities (community time, fitness, technology, CREATE Cultures, Second Step, CATCH) 	2.1.a 70% of students will report they are better at making healthy choices as a result of participating in SCYC. 2.1.b 70% of students will report that they are better at working out their problems as a result of participating in SCYC.	2.1.a Student surveys 2.1.b Student surveys 2.1.c Family surveys

		<ul style="list-style-type: none"> Professional development for direct service staff 	2.1.c 60% of parents/guardians will report that student self-confidence improved.	
3. Increase Family Involvement	3.1 Increase the number of families involved in education at home. 3.2 Increase the number of families participating at school.	<ul style="list-style-type: none"> Family Events: orientation, education (GEAR Up), social, and recreational activities. 	3.1.a 50% of adult family members will report they have helped with their child's school work. 3.1.b 50% of families will engage with their child's school by participating in at least one school event each year.	3.1.a Family surveys 3.1.b Family surveys
Goals	Objectives	Program Activities	Performance Measures	Assessment Strategies
North Judson Elementary Site				
4.Improve Academic Outcomes	4.1 Increase math achievement for RAPs	<ul style="list-style-type: none"> Homework help, small group and individual tutoring Educational and enrichment activities (STEM, KidzMath, Cooking, Cultures, Second Step) 	4.1.a 75% of RAPs in 1st-2nd grade will earn a "Satisfactory" or improve their grade level performance in Math from Fall to Spring. 4.1.b 75% of RAPs in 3rd-6th grade will earn a B or better or improve their grade level performance in Math from Fall to Spring. 4.1.c 50% of RAPs will be proficient on the math portion of the Pivot assessment in Spring.	4.1.a School records 4.1.b School records 4.1.c Pivot assessment
	4.2 Increase English / Language Arts achievement for RAPs	<ul style="list-style-type: none"> Homework help, small group and individual tutoring Educational and enrichment activities (STEM, KidzLit, Achieve, Cultures, CREATE cooking, 	4.2.a 75% of RAPs in 1st-2nd grade will earn a "Satisfactory" or improve their grade level performance in ELA from Fall to Spring. 4.2.b 75% of RAPs in 3rd-6th grade will earn a B or better or improve their grade level performance in ELA from Fall to Spring. 4.2.c 50% of RAPs will be proficient on the ELA portion of the Pivot assessment in Spring.	4.2.a School records 4.2.b School records 4.2.c Pivot Assessment

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		Library, Second Step)		
5. Improve Student Behavior and Social Outcomes	5.1 Increase positive classroom behavior and performance for RAPs 5.2 Increase student self-awareness and emotion management.	<ul style="list-style-type: none"> Educational and enrichment activities (community time, fitness, technology, CREATE Cultures, Second Step, CATCH) Professional development for direct service staff 	5.1.a 70% of students will report they are better at making healthy choices as a result of participating in SCYC. 5.1.b 70% of students will report that they are better at working out their problems as a result of participating in SCYC. 5.1.c 60% of parents/guardians will report that student self-confidence improved.	5.1.a Student surveys 5.1.b Student surveys 5.1.c Family surveys
6. Increase Family Involvement	6.1 Increase the number of families involved in education at home. 6.2 Increase the number of families participating at school.	<ul style="list-style-type: none"> Family Events: orientation, education (GEAR Up), social, and recreational activities. 	6.1.a 50% of adult family members will report they have helped with their child's school work. 6.1.b 50% of families will engage with their child's school by participating in at least one school event each year.	6.1.a Family surveys 6.1.b Family surveys
Goals	Objectives	Program Activities	Performance Measures	Assessment Strategies
Oregon-Davis Elementary Site				
7. Improve Academic Outcomes	7.1 Increase math achievement for RAPs 7.2 Increase English / Language	<ul style="list-style-type: none"> Homework help, small group and individual tutoring Educational and enrichment activities (STEM, KidzMath, Cooking, Cultures, Second Step) Homework help, small group and 	7.1.a 50% of RAPs in K-1 will earn a "mastered" or improve their grade level performance in Math from Fall to Spring. 7.1.b 50% of RAPs in 2nd-6th grade will earn a B or better or improve their grade level performance in Math from Fall to Spring. 7.1.c 50% of RAPs will be proficient on the math portion of the Pivot assessment in Spring. 7.2.a 50% of RAPs in K-1 will earn a "mastered" or improve	7.1.a School records 7.1.b School records 7.1.c Pivot assessment 7.2.a School records

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	Arts achievement for RAPs	<ul style="list-style-type: none"> individual tutoring Educational and enrichment activities (STEM, KidzLit, Achieve, Cultures, CREATE cooking, Library, Second Step) 	<p>7.2.b their grade level performance in ELA from Fall to Spring.</p> <p>7.2.b 50% of RAPs in 2nd-6th grade will earn a B or better or improve their grade level performance in ELA from Fall to Spring.</p> <p>7.2.c 50% of RAPs will be proficient on the ELA portion of the Pivot assessment in Spring.</p>	<p>7.2.b School records</p> <p>7.2.c Pivot Assessment</p>
8. Improve Student Behavior and Social Outcomes	<p>8.1 Increase positive classroom behavior and performance for RAPs</p> <p>8.2 Increase student self-awareness and emotion management.</p>	<ul style="list-style-type: none"> Educational and enrichment activities (community time, fitness, technology, CREATE, Cultures, Second Step, CATCH) Professional development for direct service staff 	<p>8.1.a 70% of students will report they are better at making healthy choices as a result of participating in SCYC.</p> <p>8.1.b 70% of students will report that they are better at working out their problems as a result of participating in SCYC.</p> <p>8.1.c 60% of parents/guardians will report that student self-esteem improved.</p>	<p>8.1.a Student surveys</p> <p>8.1.b Student surveys</p> <p>8.1.c Family surveys</p>
9. Increase Family Involvement	<p>9.1 Increase the number of families involved in education at home.</p> <p>9.2 Increase the number of families participating at school.</p>	<ul style="list-style-type: none"> Family Events: orientation, education (GEAR Up), social, and recreational activities. 	<p>9.1.a 50% of adult family members will report they have helped with their child's school work.</p> <p>9.1.b 50% of families will engage with their child's school by participating in at least one school event each year.</p>	<p>9.1.a Family surveys</p> <p>9.1.b Family surveys</p>

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan:

- a. School leadership – The SCYC Executive Director maintains positive relationships with school Superintendents. They receive regular email communication and meet with the Director a few times each year. Each school board also receives an annual update. Superintendents serve on the SCYC Advisory Committee. SCYC Site Coordinators have regular meetings with school principals to discuss upcoming events, data needs, and individual student challenges.
- b. School day staff – (i) An effective process is in use by SCYC to obtain student academic records from partner schools. Families complete a Family Education Rights and Privacy Act (FERPA) waiver upon registration. Schools can then share freely with SCYC without privacy and confidentiality issues. Student assessment data and academic records are specified and obtained from schools through a mutually agreed process, as described in the Memorandums of Understanding (Appendix 1). The required federal Teacher Survey is administered with strong school principal support, resulting in completion rates of over 95 percent at all sites. (ii) The SCYC Site Coordinator is embedded in school buildings, with regular office hours and opportunities to share information with teachers daily, and during meetings with principals monthly. Frequent conversations about individual student needs and assessments, along with activities built on Indiana State Standards ensure the alignment of in and out of school time efforts.
- c. Community – Afterschool and summer programs that promote personal and academic growth are available at all three public elementary school buildings in Starke County for at least three hours per day. The community is informed of program availability and progress through multiple means. Press releases, newsletters, website, email blasts, and social media

posts summarize program activities, goals and accomplishments, with monthly schedules and locations. Locations and registration opportunities, contact information, program data, and fundraising opportunities are all shared. Personal contacts allow a shared vision and clear understanding of the program's execution of the vision and student progress. These include Chamber of Commerce outreach, partnership luncheons, and corporate/business presentations. Regularly scheduled, planned sessions for input, feedback, and problem solving play a vital role in the program's success and growth. Meetings are used to gather a diverse audience with the purpose of discussion of services and outcomes, planning, and development, including the Advisory Committee.

- d. Families:** Registration for the program is advertised through the school, on the SCYC website, and social media. Recruitment includes advertisement, partner recommendations, and contact from the Site Coordinator. Information about activities and family events is published monthly in newsletter form, on the website, through social media, by mail, and in press releases. Students create invitations to family events for their adult family members. Families receive information about their individual student through contact with the Site Coordinator, and more general information about the progress of the overall program through multiple channels: face to face communication, events, phone calls, newsletters, text notifications, emails, social media, and news outlets.
- 2. 21stCCLC Terminology:** SCYC will implement the use of the correct terminology when speaking to the public or promoting the program in print media or other advertising. This includes using the logo for 21stCCLC on our brochures, website, fact sheet, and other materials and referring to programs as 21st Century Community Learning Centers.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. Professional Development Plan



IDOE 21st CCLC Program Professional Development Plan

Program Name	The Starke County Youth Club, Inc
Program Director	Irene Szakonyi
Dates of Implementation	July 1, 2021—June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
CPR / 1st Aid/ Universal Precautions	Lifeline Training	Certification for staff members and education in emergency response	Improved safety and emergency response	Site Coordinator – 3 Front Line Staff – 20 (certification is for two years)	3	\$1150	21stCCLC	July 2021	Developmental practice methods
Online SEL Certification	Mindfulness Practices US	Increased knowledge about brain development	Improved discipline strategies	Site Coordinator – 3	30	\$825	21stCCLC	July 2021	Applied human development
Child Abuse Prevention	Indiana Department of Child Services	Understanding of signs and reporting mandates	Improved safety and program operation	Director - 1 Site Coordinator – 3 Front Line Staff – 24	3	\$0	In Kind	July 2021	Professionalism
SCYC Orientation	Director / Coordinators	Understanding SCYC mission, vision, goals, programs, and policies	Improved outcomes for staff and students in program structure, content, and relationships	Director - 1 Site Coordinator – 3 Front Line Staff – 24	6	\$0	In Kind	August 2021	Relationship and communication, developmental practice methods.
Neuroscience / SEL	Revelations in Education	Increased knowledge about brain development	Improved relationships with students and discipline strategies	Director - 1 Site Coordinator – 3 Front Line Staff – 24	3	\$2000	21stCCLC	August 2021	Applied human development, relationship and communication



IDOE 21st CCLC Program Professional Development Plan

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)
Second Step	Committee for Children	Understand the purpose and implementation of SEL curriculum	Improve SEL, academic, and relationship outcomes with students and staff	Site Coordinators -3 Front Line Staff -12	3	\$0	In Kind – included with curriculum	August 2021 and ongoing	Developmental practice, applied human development
Classroom management / homework procedures	Executive Director	Improve process and procedures for effective homework rooms	Improved academic outcomes	Front Line Staff – 24	1	\$0	In Kind	August 2021	Developmental practice methods
Trauma Informed Care /ACES	Porter Starke Services	Improved understanding of universal precautions for trauma	Improved relationships with students and improved discipline strategies..	Director -1 Site Coordinator – 3 Front Line Staff – 24	3	\$1500	In kind	October 2021	Cultural and human diversity, Applied human development, relationships
IYI Kids Count	IYI - Varies	varies	Improved outcomes for staff and students in program structure, content, and relationships	Director -1 Site Coordinator – 3	2 days	\$740	21stCCLC	December 2021	Variable
Implicit Bias	Kiwan Institute	Understanding unconscious bias and thinking more critically and consciously when making decisions.	Improved outcomes for staff and students' relationships and program structure.	Director – 1 Site Coordinator – 3 Front Line Staff – 24	1.5	\$0	No Cost	March 2022	Cultural and human diversity, Applied human development
OST Summit	IAN - Varies	varies	Improved outcomes for staff and students in program structure, content, and relationships	Program Director -1 Site Coordinator – 3	2 days	\$400	21stCCLC	April 2022	Variable



IDOE 21st CCLC Program Professional Development Plan

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)
Management Training	You 4 Youth	Improved team and management interactions	Improved staff recruitment, management, and retention	Director - 1 Site Coordinator – 3	variable	\$0	No Cost	Varies	Professionalism
Indiana Academy for Out of School Learning	Indiana Afterschool Network - Cypherworx	School age certificate or content specific class objectives	Improved program implementation, specific content competence.	Site Coordinator – 3 Front Line Staff – 10	variable	\$1950	21stcclc	Varies	Developmental Practice methods, Applied human development
Y4 Youth Worker Café	Indiana Youth Institute	Variable	variable	Site Coordinator – 3 Front Line Staff – 10	1.5 per session	\$0	In Kind / No cost	Varies	Variable
INQPSA	IAN	Improve implementation of self-assessment	Improved program quality and relationships	Site Coordinator -3	1 per session	\$0	No Cost	Varies	Developmental Practice methods
Staff Meeting / Training	Director / Coordinators	Best practice, safety, curriculum usage, STPM's and evaluation, RAP Goals, brain breaks, communication strategies, leadership development, staff supervision	Improved outcomes for staff and students in program structure, content, and relationships	Director - 1 Site Coordinator – 3 Front Line Staff – 24	45 – 90 min per meeting	\$0	In Kind	2 x monthly	Professionalism, cultural and human diversity, relationship and communication, developmental practice methods.

Professional Development Plan Cost:

Total Estimated Cost	\$8565, including In-Kind	% of Total Budget	2.3%
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- 2. Assessment:** The SCYC staff is a collection of different experiences and backgrounds, so the professional development plan is broad and complex. The plan is meant to adapt over time to meet the needs of students and staff (old and new), as well as the community and grant objectives. The plan must also be responsive to the individual employee's responsibilities and duties.

SCYC assesses the needs of different staff members in multiple ways. Upon hire, each employee's skills are reviewed. Additionally, student data evaluation, our self-assessment (IN-QPSA), and employee surveys will lead to adjustments in the plan. Employees are also observed by their supervisor routinely to identify areas of success and areas that need growth. In this way, individual needs can be identified and addressed with training on their own timeline through various in person and virtual means.

- 3. Staff Plans:** Some training content is appropriate for all staff members. Orientation, CPR/First Aid/ Universal Precautions, and Child Abuse prevention training are provided as part of an annual in person training and onboarding process. Many modules can be provided online to assure consistent training during staff turnover. The training selected provides content appropriate to different levels of staff. While all staff members will receive training on social emotional learning, Site Coordinators will engage in a deeper dive with online SEL certification. The Indiana Academy for Out of School Learning provides a robust selection for different skill levels and needs that can be assigned to meet an individual staff member's learning goal. While new staff members will be assigned Indiana Academy courses like Managing Children in Groups, or Guiding the Behavior of Individual Children, Site Coordinators will be provided management training.

4. Enhancing Quality: The professional development activities selected prepare, direct, and initiate staff to the afterschool model, specific curriculum, and best practices. The training offered aligns to overall program goals of student academic success, positive social and behavioral outcomes, or improved parent engagement. Training will improve program safety and operations, to provide a secure, responsive environment. Staff members will gain skills to understand the needs of students, their brain development, and appropriate discipline strategies that result in improved relationships and lowered behavior incidents. Some of the professional development is included to utilize research-based SEL curriculum to its fullest potential, or to maximize learning by improving the implementation of program activities.

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. Evaluation Plan: Evaluation of 21st CCLC programming provided by The Starke County Youth Club, Inc. (SCYC) will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents/families, and advisory committee 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 is progressing toward its performance measures included in the *Goals, Objectives, Activities, and Performance Measures Table* presented in the Program Implementation section of the proposal. Data

collection and assessment strategies used to track progress towards performance measures are described in detail below and are also noted in the *Goals, Objectives, Activities, and Performance Measures Table*.

- **Type of Data to be Collected** – Daily attendance, demographics, math and reading grades, 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 system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during 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 be followed during 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 Executive Director
June 2022	Academic/school-based data: Grades; Local Assessments	Cayen Systems 21 APR

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as local assessments (Exact Path, Pivot) and the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will collaborate with SCYC staff to develop Family and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards.
- 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 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:** SCYC 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 SCYC 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.
- 3. Strategies of Measurement:** Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Goals, Objectives, Activities, and Performance Measures Table* presented in the Program Implementation section 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 Exact Path and Pivot, the formative assessment instruments used by local school districts. 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 collected from local school districts using pre-determined data sharing procedures outlined in the Memorandum of Understanding. 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.

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

- 1. Transportation To and From:** SCYC programs are hosted in school facilities, with convenient and safe central sign in/out locations. Students who attend Knox Middle School are escorted across the street to attend programming at the elementary school. Students at St. Peter Lutheran School are bussed across the street to the elementary school. Use of facilities is noted in the Memorandums of Understanding (Appendix 1). During summer, transportation is provided to bring participants to and from all sites by school corporations' bus service. During the school year, our Oregon-Davis site, which is our most rural, receives bussing. Our Knox and North Judson sites have never found transportation to be a barrier to participation. In fact, in the past, SCYC struggled to have enough families participate in transportation at those sites to run a bus. In our experience, this routine has been safe and successful for the past ten years. SCYC helps arrange carpools and assistance for families who need it and can provide bussing if required.
- 2. Needs of Working Families:** Services are hosted for at least three hours after school dismissal and for four hours each day during the summer to assist working families. SCYC is hosted in the Central Time Zone. Fortunately, many parents work in the Eastern Time Zone, allowing for timely pickup of their student. Parents also have the ability to list up to **10** adults who are authorized to pick up their student. Families prefer face-to-face pickup and conversation with staff at dismissal, and this allows for a varied pickup schedule to meet family work schedules. It also increases our rapport with families that leads to greater outcomes for students.
- 3. On-site safety:** The SCYC enrollment process includes a standardized registration form. This form indicates parents, legal guardians, emergency contacts, and authorized pickups. These are the only people permitted to pick up a Club member. An authorized pickup must

ring the bell at a secure entry to access the building and sign the student out of the program if the students are not taking SCYC transportation home. A staff member calls the student *after* checking the adult's photo ID to verify it is a safe pickup. Permanent changes to the accepted pick-ups must be made in writing, using an Authorized Pickup Amendment Form. This form must be completed by a parent/guardian and must be witnessed by an SCYC staff member. SCYC also enforces policies regarding competence (intoxication), police intervention, and the mandatory reporting of child abuse and neglect.

SCYC adheres to the Safety, Health, and Nutrition Afterschool Standards from the Indiana Afterschool Network with established Safety and Emergency Procedures and a Universal Precautions Plan. In all cases, the safety and welfare of the children and adults in SCYC or participating in SCYC activities must be the primary consideration. SCYC utilizes a ratio of 1:12 or lower and maintains a head count in each center/activity. To facilitate safety and private communication, all staff members wear a handheld radio with an earpiece. Staff members throughout the building communicate with the Site Coordinator by radio for student pickup, emergency procedures, and other information. All Site Coordinators and additional staff members are CPR / 1st Aid certified each program year. In addition, all sites host safety drills on a regular basis (monthly/quarterly). These drills include tornado, fire, lockdown, and missing student drills. During off site activities like field trips, a roster of student names, emergency contacts, and any medical information is brought to ensure safety. Head counts are frequently confirmed by Site Coordinators.

- 4. Hiring Practices:** All positions at SCYC have established job descriptions with listed minimum requirements. All potential employees undergo a standardized hiring process that includes staff screening. That screening includes an application and interview process, along

with a verification of work history, license/certification, references, and a background check (further described in Background Checks, below). The interview process includes a set of consistent questions that will determine suitability to work with children and those specific to the job. Teen applicants are required to present a Work Permit. New employees undergo I-9 submission to the federal E-Verify system before their first day of work, in compliance with federal law to verify they are eligible to work in the United States. SCYC may not accept or process documents for the I-9 without first making an offer of employment and receiving a signed offer letter (acceptance of the offer) from the new employee.

- 5. Background Checks:** An expanded criminal history check with national, state, and local criminal background and sex offender check is conducted on all candidates for employment and volunteerism. SCYC will use screening guidelines for specific charges and convictions for all volunteers and staff members. Candidates may only be considered for hire/selection upon receipt of a satisfactory check. Each staff member (employee or volunteer) over the age of 18 receives a background check at least every 5 years after their initial check. SCYC also submits all employees for a child protective service background check. All personnel files are kept in confidential cabinets in the locked SCYC Central Office. Only the Central Office staff have access to these documents. Background checks and reference information are kept in separate drawers from applications and other employment paperwork to ensure confidentiality of social security numbers and other personally identifying information.

BUDGET (SUBMITTED SEPARATELY)

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

At SCYC, our goal is to be able to continue to address our mission indefinitely, no matter the economy or the circumstances of our clientele. Long-term sustainability is difficult to achieve, but a strong plan is established at SCYC to tackle it. SCYC has successfully weathered several

lean years thanks to the commitment of organizational leaders. The SCYC Board of Directors is crucial to the strategy. A culture of philanthropy is evident, as ***100 percent of the board members donate to the agency***. New board members are educated in fundraising theory using materials from the IU Lilly School of Philanthropy. A complex development plan is implemented annually to strengthen and diversify revenue. It's no surprise there are challenges to raising funds in one of the poorest counties in the state (Bureau of Economic Analysis at the U. S. Department of Commerce), but SCYC continues to make strides toward the goal of sustainability. SCYC receives almost \$50,000 of in-kind support from the community and school corporations. SCYC works with partners to provide programming and training in kind, and to increase the frequency and duration of those programs. SCYC is open to new partnerships and mutually beneficial arrangements – seeking out opportunities at events sponsored by the Community Foundation and Chamber of Commerce. Our Advisory Committee includes representatives from the board, schools, community, and youth, and all are considered contributors and collaborators in our goal to build sustainable programs. Through these connections, SCYC has gained resources and relationships with new agencies, like Girls on the Run and Moving Starke County Forward. The Executive Director researches and applies for additional grant opportunities at the local, state, and national level on a continual basis.

The annual campaign is growing and increasing support in our local community. SCYC uses a wide array of revenue vehicles: direct mail, individual solicitation, foundation relationships, and fundraisers. An annual radio-thon, broadcast on WKVI, our local radio station, is a 6-hour promotional and pledge event dedicated to SCYC. Moreover, population segmented phone-a-thons, a 5 K fun run fundraiser, online giving, payroll deduction, face-to-face solicitations, and annual product sales raise funds. This allows SCYC to build a vibrant donor base. The

development committee includes extensive work by the Executive Director and community members.

In year one we will continue to increase the capacity of board and staff to understand and undertake relationship-based fundraising – creating the strong rapport and stewardship that leads to gifts and renewals. This includes training, stewardship and growth of current donors, identification of additional potential donors at different levels, and solicitation exercises. An endowment now exists for SCYC, and if outreach is successful, it can be grown to strengthen the long-term fiscal stability of the organization. The goal is to create a lifetime of growth and success for Starke County kids.