



21ST CCLC

Name of LEA or Organization	Edna Martin Christian Center
Address	2259 N Ralston Ave.
County	Marion
Name of Contact Person	Jamie Scott
Title	Program Director
Phone Number	317-637-3776 ext. 209
Email	jscott@ednamartincc.org
Name of Superintendent or Executive Director	Barato Britt, President & CEO
Email address of Superintendent or Executive Director	bbritt@ednamartincc.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
Phalen Leadership Academy at 48 (#9954) *using data from 2019-20 School 48 designation	80%	F	30	K-6
James Russell Lowell School 51 (#5551)	82%	F	30	K-6
Ignite Achievement Academy (#9010)	92%	C	20	2-5
KIPP Indy College Prep Middle (#5860)	90%	A	20	6-8
KIPP Indy Legacy High (#9135)	94%	N/A	20	9-11

Name of Site	Street Address	City/County
James Russell Lowell School 51	3426 Roosevelt Ave., 46218	Indianapolis/Marion
KIPP Indy College Prep	1740 E. 30th Street, 46218	Indianapolis/Marion
KIPP Indy Legacy High	2255 N. Ralston ave., 46218	Indianapolis/Marion
Phalen Leadership Academy at 48	3445 N. Central Ave., 46205	Indianapolis/Marion
New Era Church	517 W. 30th Street, 46208	Indianapolis/Marion

<u>Total Grade Level(s) to be Served</u>	Kindergarten through 11th Grade
<u>Priority Area</u> (STEM or STEAM, Literacy, College & Career Readiness, or Social Emotional Learning) *applicants should pick <u>one</u> priority area	Literacy
<u>Operating Hours</u> (After-School, Before-School, Summer, and/or Intersession) *applicants should list <u>all</u> applicable operating hours	After-School, Before-School, Summer, Intersession
<u>Program Income</u> Does your program plan to generate program income? Y/N *for more info, see page 22 of RFP	No

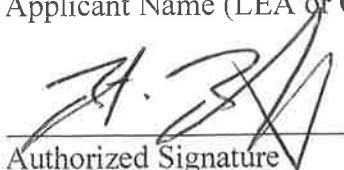
ASSURANCES

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:

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o 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;
- o 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;
- o 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;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o 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;
- o 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;
- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- o The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- o 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;
- o 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;
- o 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;
- o The community was given notice of the applicant's intent to submit; and

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

Edna Martin Christian Center _____
Applicant Name (LEA or Organization)



Authorized Signature
Barato Britt, EMCC President & CEO

8/5/20

Date



Completed MOUs



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND JAMES RUSSELL LOWELL SCHOOL 51**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 30 James Russell Lowell students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with James Russell Lowell since 2010, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between James Russell Lowell and EMCC, while forming an OST program for 30 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 30 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

This Agreement shall be in effect for a four-year period commencing upon signatures delivered by authorized agency representatives. The partnership will conclude or be renewed on June 30, 2025.

IV. Renewal

This agreement shall be renewable at the end of the current term for a successive four-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

V. Early Termination

If any partnering agency believes that the other materially has breached any obligations under this Agreement, the lead agency shall so notify the breaching party in writing. The breaching party shall have 30 days from the receipt of notice to cure the alleged breach and to notify the non-breaching party in writing that cure has been effective. If the breach is not cured within the 30 days, the non-breaching party shall have the right to terminate the Agreement without further notice.

VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC and James Russell Lowell School 51 will share in responsibility to attract and recruit students. EMCC has set a stated goal of 30 students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth programs.

5. *Transportation Services* - EMCC will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

JAMES RUSSELL LOWELL School 51 responsibilities

As a partner in this 21st Century Community Learning Center, JRL commits to the following:

1. *Student Recruitment* - JRL School 51 will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal of 30 students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- JRL School 51 will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. JRL leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - JRL will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. JRL will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage*– JRL will serve as an on-site program location.uitable space would be conducive to academic learning, safe for all. JRL will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - JRL will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. JRL will include EMCC program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;
6. *Data Sharing/Completion* - JRL will assist EMCC in obtaining relevant student and family data not gleaned through EMCC's overarching Data Sharing agreement with Indianapolis Public School. JRL will also assist in the execution and completion of the IN-PQSA annually;

Public School. JRL will also assist in the execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.


VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

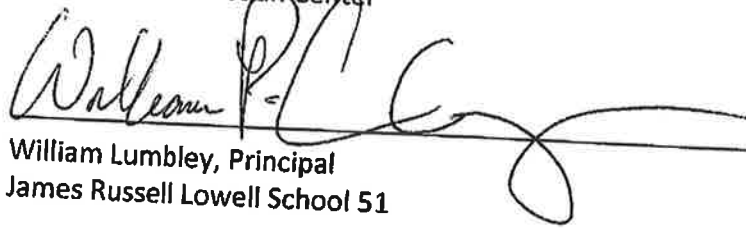
IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

7/30/20

Date



William Lumbley, Principal
James Russell Lowell School 51

7/27/2020

Date



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND KIPP INDY PUBLIC SCHOOLS**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 20 KIPP Indy College Prep Middle students and 40 KIPP Indy Legacy High students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with KIPP Indy Public Schools, Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with KIPP Indy Public Schools since 2010, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between KIPP Indy Public Schools and EMCC, while forming an OST program for a minimum of 65 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 65 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

This Agreement shall be in effect for a four-year period commencing upon signatures delivered by authorized agency representatives. The partnership will conclude or be renewed on June 30, 2025.

IV. Renewal

This agreement shall be renewable at the end of the current term for a successive four-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

V. Early Termination

If any partnering agency believes that the other materially has breached any obligations under this Agreement, the lead agency shall so notify the breaching party in writing. The breaching party shall have 30 days from the receipt of notice to cure the alleged breach and to notify the non-breaching party in writing that cure has been effective. If the breach is not cured within the 30 days, the non-breaching party shall have the right to terminate the Agreement without further notice.

VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC and KIPP Indy Public Schools will share in responsibility to attract and recruit students. EMCC has set a stated goal of 40 KIPP Indy Legacy High students and 20 KIPP Indy College Prep Middle students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth

programs.

5. *Transportation Services* - EMCC will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

KIPP Indy Public Schools responsibilities

As a partner in this 21st Century Community Learning Center, KIPP Indy Public Schools commit to the following:

1. *Student Recruitment* - KIPP Indy Public Schools will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal of 40 KIPP Indy Legacy High students and 20 KIPP Indy College Prep Middle students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- KIPP Indy Public Schools will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. KIPP Indy Public Schools leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - KIPP Indy Public Schools will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. KIPP Indy Public Schools will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage* – KIPP Indy Public Schools will serve as an on-site program location.uitable space would be conducive to academic learning, safe for all. KIPP Indy Public Schools will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - KIPP Indy Public Schools will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. KIPP Indy Public Schools will include EMCC program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;
6. *Data Sharing/Completion* - KIPP Indy Public Schools will assist EMCC in obtaining relevant student and family data not gleaned through EMCC's overarching Data Sharing

agreement. KIPP Indy Public Schools will also assist in the execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.


VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

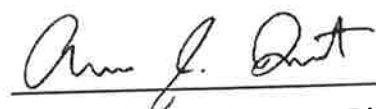
IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

Date

8/10/20



Andrew Sibert, Executive Director
KIPP Indy Public Schools

07/28/20

Date



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND NEW ERA CHURCH**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 20 Ignite Achievement Academy students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop in our rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with Ignite Achievement Academy since 2016, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between New Era Church and EMCC, while forming an OST program for 30 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 30 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

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IV. Renewal

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VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC and New Era Church will share in responsibility to attract and recruit students. EMCC has set a stated goal of Ignite Achievement Academy students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth programs.

5. *Transportation Services* - EMCC will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

New Era Church responsibilities

As a partner in this 21st Century Community Learning Center, New Era Church commit to the following:

1. *Student Recruitment* - New Era Church will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal 20 Ignite Achievement Academy students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- New Era Church will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. New Era Church leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - New Era Church will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. New Era Church will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage* – New Era Church will serve as an on-site program location.uitable space would be conducive to academic learning, safe for all. Ignite Achievement Academy will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - New Era Church will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. New Era Church will include EMCC program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;
6. *Data Sharing/Completion* - New Era Church will assist EMCC in obtaining relevant student and family data not gleaned through EMCC's overarching Data Sharing agreement with Indianapolis Public School. New Era Church will also assist in the

execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.

VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

Date

8/10/20

Date



August 10, 2020

Rev. Dr. Clarence C. Moore, Lead Pastor
New Era Church



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND 220 LEADERSHIP**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 30 James Russell Lowell students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Background

In 2016, several community partners recognized the need to address the educational challenges affecting children and youth living and attending school in the Martindale-Brightwood neighborhoods. Data for the area highlighted unacceptable levels of infant mortality; low numbers of children under the age of 5 considered kindergarten-ready; high percentages of children and youth not performing at grade level and a large percentage of youth failing to graduate from school. Even for youth who did graduate from school, many were unable to pursue college or enroll in a vocational program contributing to the high unemployment rate. In meeting with parents and other concerned residents, some of the factors contributing to the poor academic performance of students included lack of adequate housing for families living in the communities, limited numbers of out of school time programs for children and youth and lack of knowledge regarding available resources to help families – beginning with services to help pregnant women.

Community partners met to explore how to improve the capacity and improve the coordination of resources to help change the educational outcomes for children and youth. The Martindale-Brightwood Education Zone (MBEZ) operates as a collective impact initiative designed to leverage community resources supporting a common education agenda impacting children, youth, and their families living in the Martindale-Brightwood community.

II. Purpose

The MBEZ partners stand committed to improve the educational development and academic outcomes of MBEZ children and provide critical supports for parents/caregivers raising children and youth in the Martindale-Brightwood community. MBEZ partners established a shared vision that focuses on equipping all children for the highest level of academic achievements, career success, and community services. The collaborative structure allows the MBEZ partners to work together to achieve the vision, goals, and outcomes outlined in the MBEZ strategic framework.

III. Statement of Mutual Benefit and Interest

While the parties to this MOU have separate mission statements, all parties agree to work together to address the strategic themes:

1. Build a community support network comprised of representatives and resources from public health, the religious community, community, government and civic organizations, educational organizations, social service agencies, public safety agencies, and philanthropic organizations.
2. Create a shared achievement plan that helps minimize organizational silos and duplication of services.
3. Identify and leverage best practices in programs and services supported by evidence-based practice and research.
4. Deploy new programs; where there is evidence of critical gaps to be addressed.
5. Document, measure and share the collective progress of children, youth, families with the community.
6. Build sustainable operations of all MBEZ-endorsed programs and services to ensure goal attainment and scale of the initiatives.

IV. Description of Roles and Responsibilities

In agreeing to serve as an MBEZ partner, each organization agrees to:

- A. Participation in attending full partner and subcommittee meetings
Each organization agrees to designate representatives to participate in regular meetings bi-monthly of the MBEZ partners as well as serve on at least one subcommittee.
- B. Contributing to MBEZ Performance Indicators
Each organization agrees to participate in the collection and analysis of MBEZ performance data, based on their respective work that aligns with the MBEZ goals. Program data will be submitted to Edna Martin Christian Center (EMCC) to be entered in the ETO system to measure the MBEZ's collaborative outcomes and support replication.
- C. Collaborative Participation and Representation
The signatories of this MOU agree to work together to develop and deploy innovative ways to add value, efficiency, and effectiveness in working with MBEZ families to will potential minimize duplication of efforts and maximize achievement of the MBEZ goals.
- D. Ongoing Collaboration and Capacity Building
Each organization agrees to participate in periodic collaboration/capacity-building training sessions designed to help improve the coordination of programs and services and build greater capacity among the MBEZ partners to work together in striving to reach more families.
- E. Project Management and Fiscal Agent

To gain financial efficiencies and leverage combined resources, EMCC has agreed to serve as the backbone organization to provide overall project management support, serve as fiscal agent, support the resource development needs to execute the MBEZ plan and guide the data collection process to evaluate the performance of the MBEZ. Other responsibilities EMCC agrees to assume include:

1. Hiring and oversight of positions associated with the outreach/intake/case management of MBEZ families.
2. Assign staff to help families navigate through the various programs, services and other critical resources necessary to support the family.
3. Collect data provided by partners and enter into the ETO for analysis and reporting to the MBEZ collaborative structure.
4. Support the marketing and communication of the MBEZ to community stakeholders, funders and other interested parties to keep people abreast of the work of the MBEZ.
5. Identify potential funding opportunities to support one or more goals of the MBEZ plan. EMCC may be required to convene various MBEZ partners to craft proposals to raise additional funding to support the implementation of specific strategies.
6. Coordinate periodic capacity building sessions for MBEZ partners.
7. Coordinate regular MBEZ meeting including facilitation of the meetings, distribution of meeting notices as well as meeting note.

In addition to the general roles and responsibilities, every MBEZ partner agrees to specific obligations related to their respective programs, services, or supports.

The following represents the specific commitments offered by 220 Youth Leadership in pursuit of the 21st Century Community Learning Center Cohort 10:

- ◆ Direct Leadership development programs and supports for KIPP-Indianapolis College Preparatory School and KIPP-Indy Legacy High School.
- ◆ Monthly training, development and consulting services from 220 which may include some or all of the following:
 1. Quarterly On-Site Trainings for students, staff and/or parents and community members
 2. Virtual Training per month for staff, students or community members
 3. Additional trainings available upon request
 - 4 Strategy & Performance Calls with Executive Leadership Team
 5. 1-on-1 on-call access for staff and students
 6. Consulting to assist in ongoing program materials development
 7. Co-creation of program completion certifications for students and staff 220 Provided Products
- ◆ 220 EDU Platform which includes:
 - Educator Licenses
 - Student Licenses
 - Three curricula/programs focused on Leadership, Workforce Development, and Entrepreneurship

- Four self-guided online courses for students focused on The Science Of Achievement, Resume Writing, Interview Skills/Professional Communication, and Personal Finance.
- 180-Day Leadership Curriculum for the Classroom
- Client Success Onboarding Call, 24/7 access, program analytics, feedback and reporting
- Onboarding call with project management focused agendas and ongoing communication with key staff
- Access to additional 220 tools, resources, and materials to ensure all partnership goals are achieved

V. Nonbinding Agreement

This MOU shall have no legal effect, impose no legally binding obligation enforceable in any court of law of any sort, and will not change, influence or create new legal relationships among the signatories.

VI. Effective Timeframe

This MOU becomes effective when signed by the signatory. Progress associated with the implementation of the MBEZ plan and the MOU agreements will be evaluated every two years. The MOU may be amended at any time by agreement among the partners including adding signatories or revising commitments. Any signatory may withdraw upon written notice to the others.



Barato Britt, President & CEO
Edna Martin Christian Center



Date



Joseph Moheban, Co-Founder
220 Leadership

07/30/2020

Date



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND IGNITE ACHIEVEMENT ACADEMY**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 20 Ignite Achievement Academy students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with Ignite Achievement Academy since 2016, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between Ignite Achievement Academy and EMCC, while forming an OST program for 30 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 20 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

This Agreement shall be in effect for a four-year period commencing upon signatures delivered by authorized agency representatives. The partnership will conclude or be renewed on June 30, 2025.

IV. Renewal

This agreement shall be renewable at the end of the current term for a successive four-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

V. Early Termination

If any partnering agency believes that the other materially has breached any obligations under this Agreement, the lead agency shall so notify the breaching party in writing. The breaching party shall have 30 days from the receipt of notice to cure the alleged breach and to notify the non-breaching party in writing that cure has been effective. If the breach is not cured within the 30 days, the non-breaching party shall have the right to terminate the Agreement without further notice.

VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC, New Era Church and Ignite Achievement Academy will share in responsibility to attract and recruit students. EMCC has set a stated goal of 20 Ignite Achievement Academy students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth

programs.

5. *Transportation Services* - New Era Church will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

Ignite Achievement Academy responsibilities

As a partner in this 21st Century Community Learning Center, Ignite Achievement Academy commits to the following:

1. *Student Recruitment* - Ignite Achievement Academy will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal 20 Ignite Achievement Academy students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- Ignite Achievement Academy will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. Ignite Achievement Academy leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - Ignite Achievement Academy will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. Ignite Achievement Academy will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage* – Ignite Achievement Academy will serve as an on-site program location.uitable space would be conducive to academic learning, safe for all. Ignite Achievement Academy will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - Ignite Achievement Academy will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. Ignite Achievement Academy will include New Era Church program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;

6. *Data Sharing/Completion* - Ignite Achievement Academy will assist New Era Church and EMCC in obtaining relevant student and family data not gleaned through EMCC's overarching Data Sharing agreement with Indianapolis Public Schools. Ignite Achievement Academy will also assist in the execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.


VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

8/10/20
Date



Shy-Quon Ely II, Head of School
Ignite Achievement Academy

8/10/2020
Date



**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND PHALEN LEADERSHIP ACADEMY AT SCHOOL 48**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center
Barato Britt
President & CEO
2605 E 25th St.
Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 40 Phalen Leadership Academy students for 45 days, providing extended support in academic and social supports. EMCC will provide grant oversight, expertise in afterschool, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

I. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with Phalen Leadership Academy since 2010, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between Phalen Leadership Academy and EMCC, while forming an OST program for 40 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 40 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

This Agreement shall be in effect for a four-year period commencing upon signatures delivered by authorized agency representatives. The partnership will conclude or be renewed on June 30, 2025.

IV. Renewal

This agreement shall be renewable at the end of the current term for a successive four-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

V. Early Termination

If any partnering agency believes that the other materially has breached any obligations under this Agreement, the lead agency shall so notify the breaching party in writing. The breaching party shall have 30 days from the receipt of notice to cure the alleged breach and to notify the non-breaching party in writing that cure has been effective. If the breach is not cured within the 30 days, the non-breaching party shall have the right to terminate the Agreement without further notice.

VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC and Phalen Leadership Academy at School 48 will share in responsibility to attract and recruit students. EMCC has set a stated goal of 40 students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth programs.

5. *Transportation Services* - EMCC will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

Phalen Leadership Academy School 51 responsibilities

As a partner in this 21st Century Community Learning Center, PLA at 48 commits to the following:

1. *Student Recruitment* - PLA at 48 will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal of 30 students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- PLA at 48 will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. PLA at 48 leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - PLA at 48 will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. PLA at 48 will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage*– PLA at 48 will serve as an on-site program location.uitable space would be conducive to academic learning, safe for all. PLA at 48 will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - PLA at 48 will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. PLA at 48 will include EMCC program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;
6. *Data Sharing/Completion* - PLA at 48 will assist EMCC in obtaining relevant student and family data not gleaned through EMCC's overarching Data Sharing agreement with Indianapolis Public Schools. PLA at 48 will also assist in the execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.

VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

8/10/20

Date



Earl M. Phalen, Founder & CEO
Phalen Leadership Academy

07/31/2020

Date



EDNA MARTIN

**MEMORANDUM OF AGREEMENT
BETWEEN THE EDNA MARTIN CHRISTIAN CENTER
AND CROWN MENTORING**

SUBJECT: The Martindale Brightwood Education Zone Out-of-School Time program, site-based

Lead Agency: Edna Martin Christian Center

Barato Britt

President & CEO

2605 E 25th St.

Indianapolis, IN 46218

June 30, 2020

Purpose

The purpose of this Memorandum of Agreement is to outline partnership terms associated with Edna Martin Christian Center providing 21st Century Community Learning Centers through the Martindale Brightwood Education Zone. EMCC is dedicated to serving a minimum of 40 Cohort 10 students for two semesters, providing on-site mentoring and character development programming. EMCC will provide grant oversight, expertise in after school, youth development and transportation.

Problem Statement

Academic success rates are severely lagging in areas in which this consortium has worked since its inception in 2010. This is due to a variety of factors. Many students come from families in which academic achievement is not a priority. In some cases, parents are simply ill-equipped to provide effective school work assistance to their children. This devaluing of education has bred a culture that, for too many students, translates into poor attitudes toward academic achievement. Research clearly indicates that when children do not perform well in school, they become uninterested and disruptive in class, ultimately lagging further behind their counterparts. This is further evidenced by a drop out rate of greater than 50 percent among African-American youth in urban Indianapolis.

Each partnering entity has further identified the dubious reality that many of our students are trapped in struggling schools. Additionally, many of our high school graduates unfortunately leave school unready to pursue post-secondary educational opportunities. With a lack of academic or transferable skills, and an increasingly competitive workforce, failing students

quickly fall victim to the destructive

The outlined partnership seeks to change this culture in our community. The primary goal of this consortium is to continue our work to enable our student population the best opportunity to yield positive academic and social outcomes through improved performance in school. To achieve this goal, we will incorporate a series of life skills and character building curricula into our regular homework completion and literacy activities.

The Martindale Brightwood Education Zone's emphasis on quality education programming compliments the need of the targeted school's efforts to provide research-based supplemental academic program that augments the traditional school day and year and the Martindale-Brightwood Community's desire to provide quality out of school learning for its young people.

i. Scope

The primary intent of this project is to directly impact Martindale Brightwood Education Zone students and families via on-site after school programming. EMCC, a 79-year old community-based social service agency has developed Out-of-School Time (OST) programming for students in Center Township of Indianapolis. Since 2010, EMCC has worked in partnership with Indianapolis Public Schools and community partners to strengthen programming to better align OST opportunities for maximum benefit. EMCC has partnered with Ignite Achievement Academy since 2016, offering school-year OST, intersession academic support and family-based social services. The execution of this Understanding creates an enhanced partnership between Crown Mentoring and EMCC, while forming an OST program for 30 students under the umbrella of the EMCC Leadership and Legacy Program and serving a critical need for participating youth annually through the duration of the program.

The project will serve 30 students annually at minimum throughout program duration.

- a. All parties recognize the need for interventions for students and families in the areas targeted in this proposal. The Martindale Brightwood Education Zone will enhance our collective capabilities to provide high-quality educational services and supports to families in our targeted area.
- b. The consortium will greatly increase the level of partnership and communication with families and Local Education Agencies, the Department of Education and community partners. The consortium will serve as a catalyst for family empowerment through the Martindale Brightwood
- c. The consortium will commit appropriate staffing and supports to establish and maintain a working relationship. This will include data collection and information sharing, shared staffing as outlined in our joint proposal to the Indiana Department of Education in pursuit of the 21st Century Community Learning Center (CCLC) grant.
- d. The consortium will maintain and help expand participation to ensure collective goals are met. This expansion not only includes students and families, but ancillary partners and

activities.

II. Conditions

Terms as outlined in this MOU are solely contingent on receipt of the 21st CCLC grant for Cohort 10. Terms of this partnership have no bearing on previously established partnerships among the participating agencies.

III. Partnership Duration

This Agreement shall be in effect for a four-year period commencing upon signatures delivered by authorized agency representatives. The partnership will conclude or be renewed on June 30, 2025.

IV. Renewal

This agreement shall be renewable at the end of the current term for a successive four-year term unless either party gives written notice of its intention not to renew before expiration of the current term.

V. Early Termination

If any partnering agency believes that the other materially has breached any obligations under this Agreement, the lead agency shall so notify the breaching party in writing. The breaching party shall have 30 days from the receipt of notice to cure the alleged breach and to notify the non-breaching party in writing that cure has been effective. If the breach is not cured within the 30 days, the non-breaching party shall have the right to terminate the Agreement without further notice.

VI. Responsibilities

EDNA MARTIN CHRISTIAN CENTER responsibilities

As the grantee in this 21st Century Community Learning Center, Edna Martin Christian Center commits to the following:

1. *Program Oversight* – EMCC will provide the consortium oversight of the MBEZ. To implement 21st CCLC programming, EMCC will serve as the lead agency and be responsible for grant management, including program evaluation and fiscal controls.
2. *Student Recruitment* - EMCC and Crown Mentoring will share in responsibility to attract and recruit students. EMCC has set a stated minimum goal of 40 middle and high school students to be served each year of the program.
3. *Site Leadership/Personnel* – EMCC will identify/employ the 21st CCLC Project Director, who will oversee all program site and administrative staff. EMCC will also procure direct service staff to execute adult and student services specifically delivered by EMCC and as outlined in the 21st CCLC grant proposal.
4. *Program Integration* - EMCC will offer participating students access to all youth programming opportunities outside of the 21st CCLC proposal. Those services include but are not limited to summer programming and ancillary youth programs.

5. *Transportation Services* - EMCC will provide student transportation services for program activities.
6. *Access to Family Services* - EMCC will share in responsibility to provide parents of participating students or families in EMCC's defined catchment area access to center services and supports as outlined in the 21st CCLC proposal. Crown Mentoring and EMCC will share in the planning and implementation of two (2) family engagement events.
7. *Partnership Development* - EMCC will secure partner opportunities as outlined in the 21st CCLC proposal.
8. *Fundraising Opportunities* - EMCC will provide leadership in writing and completion of the 21st CCLC proposal. EMCC will further work with funders to leverage support to offset costs associated with implementation and execution of the 21st CCLC partnership.
9. *Marketing Opportunities* - EMCC will work with the partners in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students.

Crown Mentoring responsibilities

As a partner in this 21st Century Community Learning Center, Crown Mentoring commits to the following:

1. *Student Recruitment* - Crown Mentoring will assist in the efforts to attract and recruit students consistent with administration and teacher referrals and retainment. EMCC has set a stated goal 20 Ignite Achievement Academy students to be served annually through the duration of the program. Available openings will be filled on a first come, first served basis.
2. *Direct Student Supports*- Crown Mentoring will support EMCC in providing participating students direct services via tutoring, homework facilitation opportunities. Crown Mentoring leadership and staff will assist EMCC through communication of individual student needs including but not limited to:
 - a. Sharing student progress reports
 - b. Sharing supplemental, anecdotal student information
 - c. Assisting in alignment between school day learning and after school activities
3. *Marketing Opportunities* - Crown Mentoring will assist in marketing efforts to be defined in partnership with the consortium to recruit and retain participating students. Crown Mentoring will distribute program materials and referrals as needed.;
4. *Site Leadership/Usage* – Crown Mentoring will serve as an on-site program and location suitable space would be conducive to mentoring and character development and safe for all. Edna Martin Christian Center and its partner school sites will provide appropriate equipment (e.g., desks and chairs);
5. *Communication* - Crown Mentoring will facilitate regular communication with school leadership, administration and teachers for the purpose of program alignment that is consistent with school day activities and the school improvement plan. Crown Mentoring will include EMCC program staff in team meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed;

6. *Data Sharing/Completion* - Crown Mentoring will assist in the execution and completion of the IN-PQSA annually;

VII. Effective Date

Terms of this Agreement are effective immediately upon receipt of signatures delivered by authorized agency representatives.


VIII. Assurances

All parties hereby certify and represent:

1. Have all requisite power and authority to execute this MOA;
2. Are familiar with the State of Indiana's 21st Century Community Learning Center grant program and is supportive of and committed to working on all or significant portions of the 21st CCLC program plan;
3. Will comply with all of the terms of the Grant and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program.

IX. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this MOU on the date as written below:



Barato Britt, President & CEO
Edna Martin Christian Center

Date 8/11/20



Pastor Richard A. Reynolds, Senior and Founding Pastor
New Revelation Christian Church and Crown Mentoring

Date 8/11/2020

Appendix 3 - Equitable Participation of Non-Public Consultation Form

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

Edna Martin Christian Center met with **Oaks Academy** on **July 24, 2020** in consultation for participation in a 21st CCLC initiative in **Indianapolis, Marion Count.**

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

Andrew Hart

Non-Public School Representative



Signature

Barato Britt

Applicant Representative



Signature

Project Abstract

The Edna Martin Christian Center (EMCC) proposes to build on the work of the Martindale Brightwood Education Zone (MBEZ) with the expansion of its 21st CCLC Leadership & Legacy Program. EMCC is a 79-year old multiservice community center based on the Near Eastside of Indianapolis, at the heart of the Martindale Brightwood neighborhood. The Center continues to strengthen its administration and delivery of quality youth programs; having served as a 21st CCLC site since 2010 and a lead grantee since 2017. A United Way of Central Indiana agency and Home Mission of the American Baptist Churches (ABC).

As EMCC has embraced its status as a backbone agency of a broader collective impact model that engages the entire community toward development strategies. The Martindale Brightwood Education Zone (MBEZ), the umbrella for which EMCC's youth programming now operates, was created in fact as a direct response to community and stakeholder input. The MBEZ follows the successful Harlem Children's Zone and involves over 40 partners committed to the advancement of children and youth as well as their families in Martindale Brightwood. Presently, EMCC is a 21st CCLC under Cohorts 8 and 9, and annually serves an additional 160 low-income elementary and middle school students as a result. With this year's conclusion of Cohort 8, EMCC proposes in the Cohort 10 expansion to serve a minimum of 120 students in the following schools: James Russell Lowell School 51, Phalen Leadership Academy at 48, Ignite Achievement Academy, KIPP Indy College Prep Middle and KIPP Indy Legacy High. The expansion concentrates efforts in targeted schools and neighborhoods where EMCC has intensified wrap-around support services to families enrolled in the MBEZ. Phalen Leadership Academy at 48 and KIPP Indy Legacy High were further included as of a one-year Innovation Grant awarded by IDOE in 2019 for a one-year expansion.

The proposed effort provides all student high-quality OST programming with emphasis on intensive literacy as priority. The Center will incorporate partner-led STEAM activities, college and career readiness, leadership and civic engagement and an evidence based social-emotional learning curriculum. All efforts will be integrated with available social services to meet the needs of students or family members. Consistent with previous goals, the identified schools were determined based on the history of school and community collaboration, former engagement with and overall need for families and success of previous programming. This results in more than 80% of all enrolled students being eligible for free and reduced lunch. In addition, the most recent results of IREAD and ILEARN pass rates demonstrate clear student deficits that justify the need for the interventions offered by EMCC via this OST opportunity. Evaluation of the MBEZ education programming, specifically the Leadership & Legacy Program, will utilize both internal and external services through the Indiana Quality Program Self-Assessment (IN-QPSA) and Limelight Analytics. As our current independent external evaluator, Limelight's evaluations, regular engagement and reporting measurements have helped steer EMCC program improvement in a manner yielding positive outcomes. EMCC is committed to an extensive data collection and analysis regimen, with specific data sharing collection parameters outlined in partner Memorandums of Agreement. The successful expansion of the MBEZ will further the

development of our network of school, community partnerships specifically designed to improve student achievement and social outcomes.

Program Qualification

All sites under the MBEZ's Leadership & Legacy Program (LLP) to be serve as 21st Century Community Learning Centers are included below:

Table 1. Targeted School Qualification Data (percentages)

Targeted School	2018-19 Free/Reduced Eligibility	Schoolwide Title I	School Improvement Rating 2018-19	Focus/Priority
PLA at School 48	80%	Yes	F	Priority
JRL School 51	82%	Yes	F	Priority
Ignite Achievement Academy	92%	Yes	C	Priority
KICP Middle	90%	Yes	Approaching Expectations	N/A
KIPP Legacy High	94%	Yes	N/A	N/A

Origin of Partnership:

Edna Martin Christian Center has served as a school community partner and collaborator with each of the schools represented. In fact, with the exception of Ignite Achievement Academy, EMCC's partnership with Indianapolis Public Schools and KIPP-Indy Public Schools were formalized in 2010 and have only been strengthened since. It should be noted that EMCC returned to School 48 as a 21st CCLC provider entering the 2020-2021 school year, having served previously as the OST provider from 2010 – 2018. The introduction of Phalen Leadership Academy (PLA) as an Innovation Network partner enhances the Center's confidence in successful implementation, as the Center has not only afforded OST opportunities to PLA youth previously, but leadership urged our reintroduction in consideration of the restructure. After years of direct support to students and families at JRL 51, EMCC was awarded the opportunity to serve as the 21st CCLC provider under Cohort 8.

With specific regard to KIPP Legacy High, nestled on EMCC's Leadership and Legacy Campus, the neighborhood's lone high school serves as an example of the depth of meaningful collaboration between a school corporation and community agency. In the case of Ignite Achievement Academy, EMCC and its partner New Era Church worked to establish a collaborative OST program prior to the schools restructuring as an Innovation network school in 2017. In that time, the entities have worked diligently with school leadership to ensure successful enrichment and family outcomes are met.

Priority Area:

While EMCC OST programming focuses on all four priority areas, the Leadership and Legacy Program's primary emphasis is literacy. The Center supplements intense literacy rigor with engaging activities that blend leadership development, social and emotional learning opportunities, STEM for select students, as well as an enhanced college and career readiness component with the introduction of OST activities for high school students. The program's Literacy focus however is further designed to demonstrate correlation with participation and skill development that is manifest via grades and test data from the fall to spring semesters. Enclosed in this application, please find EMCC and its partners commitment to program objectives, performance measures and the professional development plan that lends to this particular area of focus.

Priority Points

It should be noted that (3) three of the schools to be served by EMCC demonstrate 90 percent free or reduced lunch participation. The remaining schools report a free and reduced lunch rate of over 80 percent.

Need for Project

The schools targeted for participation in the MBEZ's Leadership & Legacy Program (LLP) each are defined as underperforming, with challenges to achievement exacerbated by pervasive neighborhood conditions including high poverty, disproportionate crime and unemployment, and a lack of comprehensive family resources. The tables below support our contention that the LLP is needed to alleviate significant challenges for participating students through its comprehensive approach.

Table 2. Targeted School Student Demographics (percentages)

Targeted School	Black	Hispanic	White	Multiracial/ Other	SPED Students	ELL students
KIPP Indy College Prep Middle	83.7%	9.2%	3.1%	4.1%	17%	6.5%
KIPP Indy Legacy High	78.4%	13.6%	2.4%	5.6%	23.2%	4.8%
JRL School 51	57.5%	36.9%	4.7%	0.9%	18.3%	28.6%
PLA at School 48	75.5%	10.7%	5.9%	7.9%	24.1%	6.2%
Ignite Achievement Academy	82.3%	8.6%	1.7%	6.2%	13.2%	8.6%

Table 3. Student Achievement Data at Targeted Schools (percentages)

Assessments and Student Data	James Russell Lowell #51	Ignite Achievement Academy	Phalen Leadership Academy at School 48	KIPP Indy College Prep Middle	KIPP Indy Legacy High**	Indiana State Average
ILEARN ELA Pass Rate (3-8) 2018-19	9.3%	5.3%	6.0%	24.1%	N/A	29%
ILEARN Math Pass Rate (3-8) 2018-19	9.9%	3.4%	6.0%	10.1%	N/A	26.7%
ILEARN Science Pass Rate (4-8) 2018-19	4.3%	5.9%	11.4%	9.5%	25.5%	9.5%
Out of School Suspension Data 2018-19	11.0%	19.8%	18.2%	35.2%	N/A	6.3%

School Expulsion Data 2018-19	0%	0.5%	0%	1.0%	N/A	0.2%
Referrals to Law Enforcement Data 2018-19	0	0	0	0	N/A	114
School Attendance Data 2018-19	39.2%	93.4%	41.4%	53.0%	N/A	65.3%

***KIPP Indy Legacy High does not have data from the 2018-19 school year. The school was established in the 2019-20 school year.**

All shared data has been collected through IDOE and individual School Improvement Plans. The introduction of the Leadership and Legacy Program continuation will serve a significant need as each of the schools lack the supplemental OST supports necessary to fully compliment school improvement goals. The LLP will serve not only to offer a high quality, evidenced-based model that aligns with school improvement efforts, the approach will stimulate greater collaboration and connectivity among current school partners and providers. For example, as part of this proposed effort, EMCC will assume the responsibility of after school snack administration at the targeted schools as a service to each schools' OST infrastructure. While each targeted school program will possess common goals, objectives and programmatic elements, each site will exhibit attributes that contribute positively to each school's unique culture. As the table below indicates, the targeted schools currently possess a variety of community-based partnerships and school day collaborations. However, EMCC and its partners maintain that, while each school has demonstrated efforts to stimulate community involvement via the partners listed. The proposed 21st CCLC continuation and expansion will offer a high quality, evidenced based model that aligns with school improvement efforts, the approach will stimulate greater collaboration and connectivity among current school partners and providers. Under the broader Education Zone, EMCC will further collaborate extensively with school community efforts, working in partnership with the targeted schools for community council convenings and full school family engagement activities.

The following table outlines current school partners and OST offerings. It is important to note that among the programs listed, only the Leadership and Legacy program will offer a full offering of evidence-based activities that focus on each priority outlined. Though it's enhanced 2Generational approach, EMCC, via the MBEZ has more effectively streamlined the connection of additional social support and resources for schools and program participants.

Table 4. Current and Proposed ASP Programs for Targeted Schools

School/grade levels served	Current programs (Services, time, days, # students)	Expansion/enhancement programs (New services, time, days, # students)
Ignite Achievement Academy Grade Levels Served: 2-6	1) Operation More Hope (OMH) -New Era Church Days: Monday –Thursday Time: 3:45 – 7 p.m. (30 students) 2) Kappa Alpha Psi Fraternity, INC (Needs student count days and times) 3) Oasis Tutoring (15 students) 4) It Takes a village (20 students) 5) First Congregational Church (50 students) 6) Junior Achievement (100 students) 7) Mt. Zion Baptist Church (20 students) 8) Flanner House (35 students) 9) United Way-ReadUp (20 students) 10) YMCA (20 students)	21st CCLC Program continuation and enhancement: <ul style="list-style-type: none"> ● Days: Monday through Friday, OST opportunities ● Time: 3:45 p.m. – 7:00 p.m, M-Th (all students); Friday 3:30 p.m. – 5:30 p.m (mentor students only) ● School breaks in partnership with EMCC/ IPS ● Number of Students: 20 students targeted for 2021-22 New or Continued Services: <ul style="list-style-type: none"> ● On-site Friday Mentoring Program for Girl Program participants ● On-site Snack Program for Mentoring Students ● Evidence-based academic tutoring with school improvement plan alignment ● Specific family support access (Social Service supports – i.e. rental, utility assistance, food pantry, Center for Working Families) through the Martindale Brightwood Education Zone
IPS 51 Grade Levels Served: K-6	Current After School Programs offered Monday-Friday: <ol style="list-style-type: none"> 1) EMCC’s 21st CCLC Leadership & Legacy Program (30 students) 2) Boy Scouts (10 students) 	21st CCLC Program continuation and enhancement: <ul style="list-style-type: none"> ● Days: Monday through Friday ● Time: 3:45 p.m. – 6:45 p.m M-Th, alternating Fridays ● Number of Students: 30 students targeted for 2021-22 New or Continued Services:

	<p>3) Girls Inc (20 students)</p> <p>4) EVOLVE (20 students)</p>	<ul style="list-style-type: none"> ● Partner STEM programming ● Tutoring and Homework help by licensed educators ● Character Development and life skills curriculum ● Weekly Second Steps SEL curriculum ● Specific family support access (Social Service supports – i.e. rental, utility assistance, food pantry, Center for Working Families) through the Martindale Brightwood Education Zone
<p>Phalen Leadership Academy at School 48 Grade Levels Served: K-6</p>	<p>After School Programs offered Monday-Friday:</p> <p>1) EMCC’s 21st CCLC Leadership & Legacy Program (40 students)</p> <p>2) TAB Tutoring on Thursdays (20 students)</p>	<p>21st CCLC Program continuation and enhancement:</p> <ul style="list-style-type: none"> ● New After- School program ● Days: Monday through Friday ● Time: 3:45 p.m. – 6:45 p.m M-Th, alternating Fridays <p>Number of Students: A minimum of 30 students will be served annually</p> <p>New or Continued Services:</p> <ul style="list-style-type: none"> ● Partner STEM programming ● Tutoring and Homework help by licensed educators ● Character Development and life skills curriculum ● Weekly Second Steps SEL curriculum ● Specific family support access (Social Service supports – i.e. rental, utility assistance, food pantry, Center for Working Families) through the Martindale Brightwood Education Zone
<p>KIPP Indy College Prep Middle Grade Levels Served: 6-8</p>	<p>1) EMCC’s 21st CCLC Leadership & Legacy Program (30 students)</p> <p>2) Supplemental clubs are hosted sporadically by teaching staff.</p>	<p>21st CCLC Program enhancement: Days: Monday through Thursday, Weekends Time: 3:50 p.m. – 6:30 p.m, 9:00am-1:15pm one Saturday/mo</p> <p>Number of Students: A minimum of 20 students will be served annually</p> <p>New Services:</p> <ul style="list-style-type: none"> ● Leadership Training through 220 Leadership

		<ul style="list-style-type: none"> ● Tutoring and Homework help ● Character Development and Civic Engagement ● Life Skills curriculum via EMCC ● Expand cooking/gardening program, ● Specific family support access (Social Service supports – i.e. rental, utility assistance, food pantry, Center for Working Families)
<p>KIPP Indy Legacy High 9-11</p>	<p>1) EMCC’s 21st CCLC Leadership & Legacy Program (40 students)</p> <p>2) Supplemental clubs are hosted sporadically by teaching staff.</p>	<p>21st CCLC Program enhancement: Days: Monday through Thursday, Alternating Fridays Time: 4:00p.m. – 6:30 p.m, 4:00pm-6:30pm every other Friday</p> <p>Number of Students: A minimum of 20 students will be served annually</p> <p>New Services:</p> <ul style="list-style-type: none"> ● Leadership Training through 220 Leadership ● Tutoring and Homework help ● Character Development ● Civic Engagement and Volunteering ● Life Skills and Character Development curriculum ● Specific family support access (Social Service supports – i.e. rental, utility assistance, food pantry, Center for Working Families)

Finally, it should be further noted that should EMCC be awarded this enhancement opportunity, it will likely enter the 2021-2022 school year with students facing greater deficits as a result of the continuing pandemic. The neighborhood surrounding EMCC, Martindale Brightwood houses several of the schools targeted in this proposal. Within this boundary, the COVID-19 pandemic and recession have contributed to higher levels of unemployment and poverty, and Martindale Brightwood is now considered one of Indianapolis' contagion hotspots. The vulnerability exacerbates other challenges such as affordable housing shortage, food insecurity and crime.

Based on 2018 data, over 40% of the families living in Martindale-Brightwood live in poverty with 57% of the population living below 185% of the poverty rate. Systematic disinvestment in the neighborhood has resulted in a number of losses for the community. Limited high-quality child-care centers contributed to many children being inadequately prepared to start

elementary schools. Challenging conditions in schools contributed to many youth being unprepared for post-secondary education or permanent career opportunities. These factors serve to perpetuate the cycle of poverty in Martindale Brightwood. Prior to the start of the COVID-19 pandemic, the unemployment rate for the area was 14% as compared with the City's 3.6%. Now, the unemployment rate for Indianapolis has jumped to 14% with estimates for Martindale-Brightwood exceeding 20%.

Partnerships

Project Collaboration: The proposed program is a collaborative effort primarily between the partners outlined below, with EMCC serving as the funding and programming oversight authority. Leveraging additional resources from the MBEZ, EMCC will ensure direct access to family case management focusing on household stability and social supports via programs including the federal Energy Assistance Program, Winter Assistance Fund, FEMA funding and various benevolence supports gleaned from our network of local, regional, and national church partners. EMCC further commits to provide additional family sustainability resources and training via its Community Solutions and Entrepreneurship Center (CSEC) and Center for Working Families. Both units of EMCC provide education and intensive family asset development and sustainability. Finally, EMCC will serve as the lead administrator for school-based food and snack programs for IPS 51. The Center currently serves as a partner with the IPS Afterschool Snack Program, and administers healthy food to students via the state Child and Adult Care Food Program (CACFP), the Summer Food Service Program (SFSP) and as an At-Risk After School Program site. In addition, EMCC will utilize current relationships with Indy Parks Food Service Program to provide USDA-approved snacks to those attending Innovation Schools.

The partnership between Indianapolis Public Schools (IPS) and EMCC was formed in 2010 and brings together the strengths of an institution of higher learning and a non-profit agency with partnerships with eligible schools and community-based organizations. Both entities are known for their successful programs and services that focus on education and character development in the Martindale-Brightwood area on the near-north eastside of Indianapolis. As a long-time community entity, EMCC utilizes more than 40 local partners through the MBEZ who leverage their respective programs and services strengths to focus on family successes. This includes providing opportunities for academic enrichment (including tutorial services to help students who attend low-performing schools meet standards in core subjects such as reading and mathematics) and offering students and their families a broad array of life skills training, character education and advancement opportunities to increase the quality of life of residents in the targeted area.

Project Collaboration: The proposed program is a collaborative effort primarily between the partners outlined below, with EMCC serving as the funding and programming oversight authority. Leveraging additional resources from the larger MBEZ, EMCC will ensure direct access to family case management focusing on household stability and social supports via programs including the Family Opportunity Fund, Rental Assistance Funds, Energy Assistance Program, Winter Assistance Fund, FEMA funding and various benevolence supports gleaned from our network of local, regional, and national church partners. EMCC further commits to provide additional family sustainability resources and training via its Community Solutions and Entrepreneurship Center (CSEC), Career and Education Training Academy (CETA) and Center for Working Families. Though these vehicles, EMCC provides education and intensive family asset development and sustainability. Finally, EMCC will serve as the lead administrator for school-based food and snack programs for students at JRL 51, KIPP KICP and Legacy High School and PLA at 48. The Center currently serves as a partner with the IPS Afterschool Snack

Program as well as Indy Parks At-Risk afterschool program. EMCC also administers healthy food to students via the state Child and Adult Care Food Program (CACFP), the Summer Food Service Program (SFSP) and as an At-Risk After School Program site direct on its Leadership and Legacy Campus.

The partnerships between Indianapolis Public Schools (IPS), KIPP Indy and EMCC were formed in 2010 and combines committed LEAs and a non-profit agency with substantial strategic partnerships with providers and supplemental services. Specifically, EMCC utilizes more than 40 local partners through the MBEZ who leverage their respective programs and services strengths to focus on family successes. This includes providing opportunities for academic enrichment via tutoring and homework assistance, mentoring, social capital building and skill development opportunities also for parents. With regard to Ignite Achievement Academy, the Center will maintain partnership, with New Era Church leading direct OST via the Operation More Hope program. The program has successfully afforded critical interventions for targeted students at greatest risk of not performing at grade level.

The newest 21st CCLC partner, Phalen Leadership Academy was selected due to both the Center’s desire to resume Out of School Time offerings for a prior site but also, as the organization’s have worked for the past two years in the provision of OST supports for other PLA schools.

Identifying Partners: The table below identifies partners to assist EMCC’s implementation of the proposed program with fidelity. MOUs are included as part of this proposal’s submission. Specific roles and responsibilities are outlined as follows:

Table 5. Partner Responsibilities

21st CCLC Program Partner	Program Responsibilities
Indianapolis Public Schools	Provide facility usage, student data collection including school day academic data, assessments, behavioral reports, and attendance records; Offer daily healthy snacks via Snacks in After School program to participating students.
James Russell Lowell School 51	Provide facility usage, program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan

Innovation Network School – Ignite Achievement Academy	Provide facility usage, student data collection including school day academic data, assessments, behavioral reports, and attendance records. Program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan, as outlined in the attached
Innovation Network School – KIPP Indy College Prep Middle	Provide facility usage, student data collection including school day academic data, assessments, behavioral reports, and attendance records. program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan, as outlined in the attached
Innovation Network School – KIPP Indy Legacy High	Provide facility usage, student data collection including school day academic data, assessments, behavioral reports, and attendance records; program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan, as outlined in the attached
New Era Church - Operation More Hope	Provide transportation for students from Ignite Achievement Academy, daily facility usage, program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan, as outlined in the attached MOU; provide direct MBEZ referrals for families in need of supplemental wrap-around supports
Phalen Leadership Academy at School 48	Provide daily facility usage, program marketing and recruitment; regular communication with school leadership, administrators, and teachers for the purpose of program alignment that is consistent school day activities and the school improvement plan, as outlined in the attached; provide direct MBEZ referrals for families in need of supplemental wrap-around supports
Limelight Analytics	Provide program evaluation of the LLP including review of data collection tools, facilitation of data collection, measurement of project outcomes, data analysis and preparation of summative evaluation report.
Crown Mentoring	Provide on-site character development, small group mentoring services, family engagement facilitation

<p>220 Leadership</p>	<p>Provide in-person and virtual platforms for College and Career Readiness activities, leadership development and youth entrepreneurship curriculum; 220 will also lead initial planning for kick-off programming at local universities</p>
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Consistent with prior successful 21st CCLC iterations, EMCC will continue partnership with Crown Mentoring and 220 Leadership, who compliment the Centers academic dosage with evidence-based leadership development opportunities, focusing on middle and high school students. 220 Leadership affords students rigorous college and career reading, blending virtual training, in person engagements, college tours and visits and entrepreneurship development via a robust development model.

Crown Mentoring is a Character Building and Mentoring Program that utilizes professional mentors and a character-based curriculum to challenge each student we serve to be successful in an encouraging environment with high expectations. The Crown Mentoring team works closely with school administrators and parents to build character and confidence in the students served. The character-building curriculum is implemented after school, twice a week with each of our program groups. This model for partnership between parents, students, high level leaders, executive staff, principals, teachers, professional mentors, and community leaders is consistent with EMCC’s overall family and student goals and objectives, providing a unique compliment to current OST offerings.

Finally, in securing Limelight Analytics as EMCC’s continuing independent program evaluator, the Center gains a trusted, objective voice that has assisted EMCC and its partners to refine approaches to meet all students’ needs. Limelight has served as a program evaluator for EMCC programming since 2012.

While EMCC bears primary responsibilities associated with direct program administration, the program will rely heavily on the following partners to ensure all program goals are met.

Program Design

Recruitment: EMCC maintains connections with students who have previously attended OST programming and family-based services. Regular communications via email, social media, EMCC newsletters and school-based partner newsletters contain enrollment and contact information for those who seek additional information. Via the broader MBEZ strategy, EMCC ensures that all program marketing and enrollment communications include English and Spanish versions for full family awareness. Additionally, EMCC establishes relationships with school-day personnel to allow for direct referrals to have priority on enrollment based on student need. Specific criteria for student participation includes: 1) active enrollment in grades K through 12 at the targeted schools and 2) recommendation from teachers, principals, Full Service Community School Coordinators, Parent Involvement Educators, social workers, parents, and/or other school partners. Recruitment efforts will focus on: students that previously have attended either EMCC or partner-based school aged programming or students who are identified by their teacher as needing additional academic enrichment. 100 percent of student participants will hail directly from the targeted schools.

The table below includes all schools who will be served through this proposal:

Table 6. Targeted Schools and Number of Students to be served

Targeted School	Total Number of Students to be Served
KIPP Indy College Prep Middle	20
KIPP Indy Legacy High	20
JRL School 51	30
PLA at School 48	30
Ignite Achievement Academy	20

Community Data: In accordance with the IDOE/School and Community Nutrition Programs data, all targeted schools meet the required Free and Reduced Lunch Rate. All schools have free and reduced lunch rates of over 80 percent with three suffering rates over 90 percent.

Parental Involvement: EMCC has long recognized the need and demand for greater parental involvement into school day and OST activities. Through the MBEZ, EMCC and its partners place heavy emphasis on wrap-around supports for full family development and success. In recent years, we have strengthened family connections to include social capital exercise designed to foster peer support and family collaboration, as well as collective mobilization toward larger school and community strategies.

To realize the programs increased family involvement goal, EMCC will continue the following activities, building largely upon current 2Gen offerings and collaborative school-based events:

Table 7. Planned Family Events

Family Involvement Activity	Description	Frequency
Family Orientation	Introduction to program, laying out the goals and objectives of the program and family expectations	Beginning of each semester
Parent info sessions	Regular education focused engagements designed to help parents gain a better understanding of school day, OST educational strategies and methods to assist in partnership with school-based events	Four times per school year
Family convocations	Events designed to celebrate, connect and fellowship, demonstration of student learning	Twice per year per site
School family night/ Special event engagement	Program sponsored support of school based family engagement activities	One sponsorship per school per year
Volunteer Opportunities	OST time geared toward family participation (homework assistance sessions, field trips, etc.)	Year Round
Parent Survey Completion	Phone or written opportunities for parents to share input on overall program quality	End of each semester
IN-QPSA Support	Intentional opportunity to allow families to assist the execution of the IN-QPSA to observe programming and identify areas of strength and areas needing improvement.	End of each semester
Martindale Brightwood Education Zone Case Management	Enrollment in the MBEZ allows for families to received individual case management led by the completion of the self-set Family Success Plan where families identify goals, barriers and workforce objectives	Year Round

Center for Working Families	Access to social service supports focused on the following coaching strategies: Income Support, Financial and Employment	Year Round
Emergency Assistance	Resources for food access, utility and housing assistance, transportation vouchers for heads of households.	Year Round
Workforce Development Opportunities	Culinary, Logistics, Material Handling instruction for certifications	Year Round
Martindale Brightwood Family Stability Program	Specific intensive case management for families in danger of losing their homes. Emphasis on student school stability	Year Round

Snack and Meals: All LLP students will, at a minimum, receive snacks as part of the Afterschool Snack Program, in partnership with IPS, Indy Parks, Second Helpings and the Patachou Foundation. This incentive will also apply to IPS' Innovation Network schools. Four days a week, students attending the NEC site will also receive dinner, with snacks occurring on Fridays directly at Ignite Achievement Academy. When school sites transition to EMCC's Leadership & Legacy Center a full dinner is also provided to program participants. All snacks meet the US Department of Agriculture (USDA) and the IDOE Office of School and Community Nutrition and are administered either through the District After School program or the At-Risk After School program and CACFP vendors of which the Campus is approved for both. All program food service personnel will complete the ServSafe food handler training at a minimum prior to program administration.

Weekly Schedule: Below is a summary of the weekly school year schedule to serve a total of 120 students and a separate break schedule to serve 50 students. The program will run on site at each of the targeted schools daily. All students will be afforded opportunities to attend Monday through Thursday, with select students and sites operating on alternating Fridays and Saturdays. EMCC led programming will begin immediately after school with snack administration, then a series of enrichment activities and supplemental supports. Each week, James Russell Lowell School 51 and Phalen Leadership Academy will alternate transport to the Leadership and Legacy Campus where dinner will be served in addition to the standard enrichment activities. Once per month, the Campus will also offer weekend character development through college & career readiness activities, leadership and service learning opportunities exclusively for KICP and KIPP Legacy High students. KIPP Legacy High students will be allotted the additional opportunities to

volunteer and lead civic engagement activities at EMCC's Leadership & Legacy Center. In the case of Ignite Achievement Academy, New Era Church will transport students to the church immediately following dismissal on Monday through Thursdays, and will serve students until 7 p.m. The churches mentoring programming offered at Ignite Achievement Academy on Fridays upon dismissal until 5:30. The LLP will also offer all 21st CCLC students and families OST opportunities that occur outside of the regular school day calendar; with full day, extended OST opportunities during fall and spring intersessions and breaks, and summer programming serving up to 75 students from the collection of targeted schools. The LLP will also afford family engagement opportunities through direct programs at an average of 2 hours per month during nine programming months for a total of 18 hours.

The following tables further detail the breakdown of the proposed regular weekly schedules:

Table 8. NEC Proposed Weekly Schedule

New Era Church (IAA) Schedule of Activities for School Year 2021-2022					
	3:45 - 4:25pm	4:25 - 4:50pm	4:55 - 5: 35	5:50 - 6:50pm	7:00 - 7:10pm
M	Arrival, Pledge, Dinner	Enrichment Activity	Remediation / Homework	Tutoring with licensed teachers	Parent pick up and/or transportation home
T	Arrival, Pledge, Dinner	Enrichment Activity	Remediation / Homework	Tutoring with licensed teachers	Parent pick up and/or transportation home
W	Arrival, Pledge, Dinner	Enrichment Activity	Remediation / Homework	Tutoring with licensed teachers	Parent pick up and/or transportation home
R	Arrival, Pledge, Dinner	Enrichment Activity	Remediation / Homework	Tutoring with licensed teachers	Parent pick up and/or transportation home
F	3:30 - 5:30 Mentoring at IAA				

Table 9. School 51 Proposed Weekly Schedule

EMCC (IPS 51) Schedule of Activities for School Year 2021-2022					
	3:45 - 4:00pm	4:00-4:20pm	4:25 - 5:15pm	5:15 - 6:00pm	6:00-6:45pm
M	Snack/Opener	Recreation	SPECIALS*	Homework Help/Math Facts	SEL/Dismissal
T	Snack/Opener	Recreation	Homework Help/Literacy support	Tutoring with licensed teachers	SEL/Dismissal
W	Snack/Opener	Recreation	SPECIALS*	Homework Help/Math Facts	SEL/Dismissal
R	Snack/Opener	Recreation	Homework Help/Literacy support	Tutoring with licensed teachers	SEL/Dismissal
F**	Snack/Opener	Transition to L&L Campus	Character development	Recreation/Free Choice	Dinner/Dismissal

Total number of Weekly Program Hours: 14

*SPECIALS include scheduled supplemental activities such as crafts, dance, STEM.

**One Friday per month IPS 51 students will transition to the Leadership & Legacy campus for intensive character development activities. On their “off-days” students will not attend EMCC after school programming. Students will be able to pick up their snack before they depart.

Table 10. PLA at School 48 Proposed Weekly Schedule

EMCC (PLA) Schedule of Activities for School Year 2021-2022					
	3:45 - 4:00pm	4:00-4:20pm	4:25 - 5:15pm	5:15 - 6:00pm	6:00-6:45pm
M	Snack/Opener	Recreation	SPECIALS*	Homework Help/Math Facts	SEL/Dismissal

T	Snack/Opener	Recreation	Homework Help/Literacy support	Tutoring with licensed teachers	SEL/Dismissal
W	Snack/Opener	Recreation	SPECIALS*	Homework Hclp/Math Facts	SEL/Dismissal
R	Snack/Opener	Recreation	Homework Help/Literacy support	Tutoring with licensed teachers	SEL/Dismissal
F**	Snack/Opener	Transition to L&L Campus	Character development	Recreation/Free Choice	Dinner/Dismissal

Total number of Weekly Program Hours: 12 (15 one time per month)

*SPECIALS include scheduled supplemental activities such as crafts, dance, STEM.

**One Friday per month PLA at #48 students will transition to the Leadership & Legacy campus for intensive character development activities. On their “off-days” students will not attend EMCC after school programming. Students will be able to pick up their snack before they depart.

Table 11. KICP Proposed Weekly Schedule

EMCC (KIPP Indy College Prep Middle) Schedule of Activities for School Year 2021-22				
	4:00 - 4:30pm	4:30-5:15pm	5:15-6:15p m	6:15-6:30pm
M	Snack/Opener	Tutoring with licensed teachers/Homework Help	220 Leadership	Genius Hour/Dismissal
T	Snack/Opener	Tutoring with licensed teachers/Homework Help	Crown Mentoring	Genius Hour/Dismissal
W	Snack/Opener	Tutoring with licensed teachers/Homework Help	220 Leadership	Genius Hour/Dismissal
R	Snack/Opener	Tutoring with licensed teachers/Homework Help	Crown Mentoring	Genius Hour/Dismissal

*Students will not attend EMCC programming on Fridays, however students will be able to pick up their snack before they depart.

	9:00 - 10:00am	10:05-10:25am	10:30am - 1:00pm	1:00pm-1:30pm
S**	Pick up/Arrival at LLA campus	Snack/ice breaker	CCR Activity	Reflection/Lunch/Dismissal

Total number of Weekly Program Hours: 10 (14.5 one Saturday per month)

**KICP students (6th-8th grade) will attend College & Career Readiness sessions one Saturday per month at the Leadership & Legacy Campus. Students will be picked up from home beginning at 9am and will dismiss by 1:30pm typically. (College visit days will result in a longer duration of program.)

Table 12. KIPP Legacy High Proposed Weekly Schedule

EMCC (KIPP Indy Legacy High) Schedule of Activities for School Year 2021-22			
	4:00 - 4:30pm	4:30-5:30pm	5:30-6:30pm
M	Snack/Opener	Crown Mentoring	Study Tables/Genius Hour/Dismissal
T	Snack/Opener	220 Leadership	Study Tables/Genius Hour/Dismissal
W	Snack/Opener	Crown Mentoring	Study Tables/Genius Hour/Dismissal
R	Snack/Opener	220 Leadership	Study Tables/Genius Hour/Dismissal
F*	Snack/Transition to L&L Center	Civic engagement with Ralston Center youth	

Total number of Weekly Program Hours: 8 hours (10 every other week)

*Every OTHER Friday high school students are invited to volunteer at the Leadership & Legacy Center.

Table 13. Summer/Fall/Spring Break Proposed Weekly Schedule

EMCC (ALL SITES) Schedule of Activities for Summer Youth Program/Fall & Spring Intersession					
	Monday	Tuesday	Wednesday	Thursday	Friday
7-8:30a m	Parent Drop Off	Parent Drop Off	Parent Drop Off	Parent Drop Off	Parent Drop Off
8:30-8:55am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:50-9:15am	Welcome activity	Opening activity	Opening activity	Opening activity	Opening activity
9-9:45a m	Meditation/ Playworks	Yoga	Playworks	Yoga	Zumba
9:45-12:00pm	Academic Enrichment/ PBL	Academic Enrichment/ PBL	Academic Enrichment/ PBL	Academic Enrichment/ PBL	Service Learning (all classes)
12:00-1:00pm	Lunch rotation/summer reading program	Lunch rotation/summer reading program	Lunch rotation/summer reading program	Lunch rotation/summer reading program	Lunch rotation/summer reading program
1:00pm	Depart for afternoon recreation	Depart for afternoon recreation	Depart for afternoon recreation	Depart for afternoon recreation	Depart for afternoon recreation
1:15pm - 3:45pm	K-6 - State Parks Teens - College visit	Swimming lessons (K-3) Free Swim (4-8)	Educational Field Trip	Free Swim	Special Field Trip (skating, bowling, dance)
3:45pm	Depart for LLC	Depart for LLC	Depart for LLC	Depart for LLC	Depart for LLC
4:00pm	PM Snack/ Home transport	PM Snack/ Home transport	PM Snack/ Home transport	PM Snack/ Home transport	PM Snack/ Home transport

4:30-6:00pm	Free choice/ Parent PU	Free choice/ Parent PU	Free choice	Free choice	Free choice
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Alignment to Standards: EMCC is committed to regular internal and external evaluation of our programs. The execution of the IN-QPSA allows for the Leadership & Legacy Program to include school and community stakeholders that have been invested in the program to formally evaluate successes. To ensure collective participation, EMCC, via the MBEZ, will make significant investment via incentives and partners supports that will assist EMCC to determine its program alignment with the IAN Top 10 Quality Standards for OST learning. The Center will further work with schools to ensure academic dosage is aligned both with state standards and school improvement plans.

Staff Recruitment and Retention: EMCC will employ successful best practices, utilizing its significant school and community relationships to attract, recruit and retain high quality staff. The Center frequently posts positions in influential networks where youth workers and potential staff frequent, for example the Marion County Commission of Youth newsletter, aggressive social media, the Journey Fellowship, University postings and the American Baptist Church communications. The Center further commits to aggressive participation in job fairs and engagements designed for program staff and individuals with an interest in education, community engagement, leadership development and youth empowerment. Additionally, the Center has also worked historically with all partner school sites to identify and recruit staff interest in assisting with OST opportunities. This is particularly apparent with regard to the licensed educators EMCC employs to serve as tutors or youth program assistants. Most importantly, EMCC adheres to strict hiring standards that embrace diversity, equity and inclusion. Entering this cohort, EMCC seeks to compensate all youth program staff a minimum of \$15/hour and will maintain its commitment to fair and increased compensation with performance outcomes and professional development goals met. With regard to the proposed cohort, specific positions and compensation is outlined below:

Table 14. Proposed Compensation Outline

Position	Status (PT/FT)	Hourly/Salary Rate
Program Director	FT Salary	\$50,000
Site Coordinator (4)	PT	\$20
Youth Program Assistant (8)	PT	\$15

Licensed teacher tutoring support	PT	\$35
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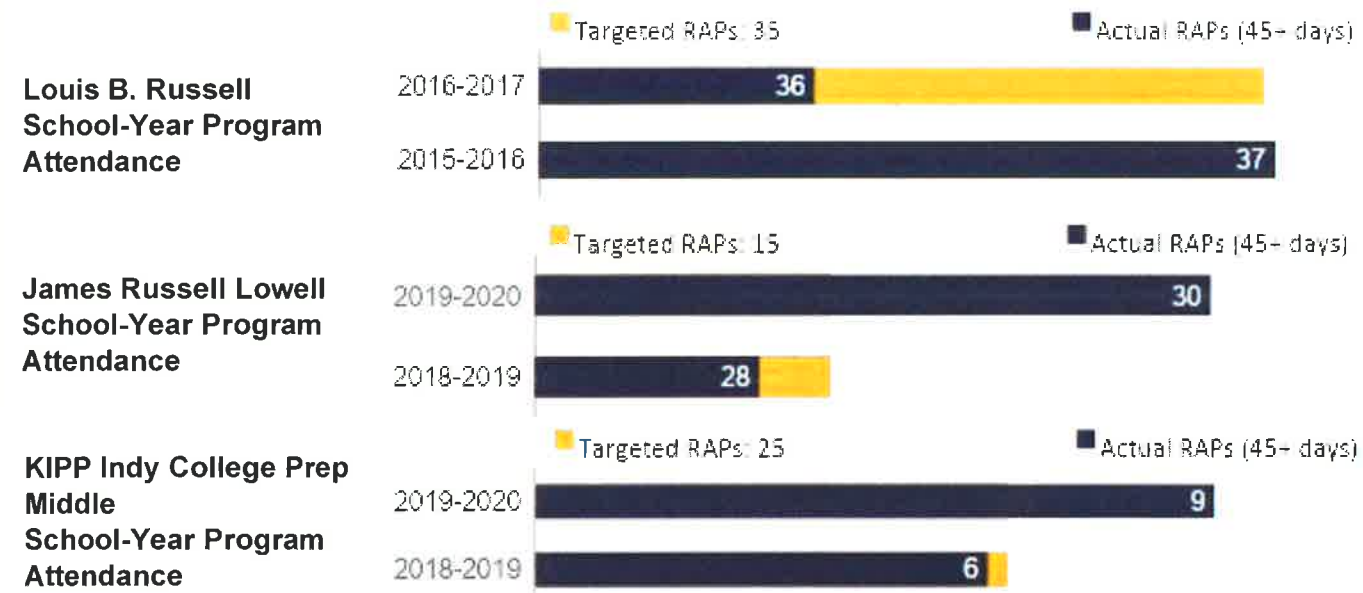
Evidence of Previous Success

Evidence of Previous Success: Since 2010, EMCC has provided high quality after-school programming to students as a 21st CCLC site in partnership with Martin University. The program has demonstrated success in the areas of student recruitment, retention, and academic achievement. The success of the EMCC's program implementation prompted the Center in 2017 to serve as its own 21st CCLC site lead. To date, over 600 students in grades K-8 have been afforded this OST opportunity, with demonstrated successful outcomes as follows: Attached, please find EMCC's Local Evaluation summary data from the most two recent years of programming at JRL 51, one of the sites proposed for this opportunity. Please also find the Center's Professional Development Plans for the most recent two years.

Program Attendance

The Edna Martin Christian Center has implemented 2nd CCLC programming for the past 6 years. Attendance trends for each site are presented for Years 2 & 3 for each respective cohort.

- Through a partnership with Martin University, EMCC implemented programming at Louis B. Russell from 2014-2018, during which time, the site surpassed the RAP goal during Years 2 & 3 of the grant.
- During Cohort 8, the James Russell Lowell site surpassed the RAP goal each year, serving more than double the goal during the third year of the grant, even with the program closing 2 months earlier than expected due to COVID-19.
- The KIPP Indy College Middle site increased RAPs each year and was on track to serve significantly more students for 45+ days until the program closed early due to COVID-19.



2018-2019 Progress Toward Academic Performance Measure

Students who attended the EMCC afterschool program showed positive outcomes for ELA grades and academic performance. Over 50% of elementary students at James Russell Lowell earned the highest grade possible in ELA or improved their grade, while 60% of teachers reported that students improved academic performance. Similar outcomes were observed for students who attended the KIPP Indy College Prep Middle site, with 67% of students improving their ELA grade or earning the highest grade possible and 100% improving academic performance. Academic data were not available for Louis B. Russell during 2018-2019.

James Russell Lowell

Outcome	Performance Measure
53%	of K-6th grade regular participants will improve their ELA (or earn the highest grade possible) from fall to spring.
60%	of K-6th grade teachers will report that students did not need to improve or improved 'academic performance' by spring.

KIPP Indy College Prep Middle

Outcome	Performance Measure
67%	of 6th-8th grade regular participants will improve their ELA (or earn the highest grade possible) from fall to spring.
100%	of 6th-8th grade teachers will report that students did not need to improve or improved 'academic performance' by spring.



2018-2019 Performance Measures Progress

Academic Outcomes

Outcome	Target	Performance Measure
53%	40%	of K-6th grade regular participants will improve their ELA (or earn the highest grade possible) from fall to spring
35%	40%	of K-6th grade regular participants will improve their math (or earn the highest grade possible) from fall to spring
40%	50%	of K-6th grade teachers will report that students did not need to improve or improved 'turning in homework' by spring
60%	50%	of K-6th grade teachers will report that students did not need to improve or improved 'academic performance' by spring

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
92%	50%	of 3rd-6th grade students will report that the afterschool program has helped them learn how they can help others in their community
100%	50%	of 3rd-6th grade students will demonstrate increased pro-social behaviors (working well in groups, getting along with others that are different from them, listening to other's ideas)
58%	50%	of 3rd-6th graders will report that they have set goals for their future
45%	50%	of K-6th grade teachers will report that students did not need to improve or improved 'behaving well in class' by spring

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	65%	of families will state an increase in their understanding of being involved in their student's education
100%	60%	of parents will engage with their child's school by participating in at least one school event each year (parent/teacher conference, helping with a school event).



2017-2018 Executive Summary

Students Served by the Program Site During Grant Cycle

	Year 1	Year 2	Year 3	Year 4
Total Attendance	32	--	--	--
Less than 30 days	0	--	--	--
30-59 days	2	--	--	--
60 days or more	30	--	--	--
Attendance Target (60+ days)	30	--	--	--

2017-2018 Progress Toward Academic Performance Measures

Result	Performance Measure & Target
43%	40% of regular participants will improve their reading/ELA grades from fall to spring
---	15% increase in K-2nd grade participant proficiency rates on the DIBELS assessment from fall to spring
---	50% of regular 3rd-6th grade participants will pass the ELA portion of the PIVOT assessment in spring
---	40% of 3rd-6th grade regular participants will pass the ELA portion of ISTEP+ in spring
35%	40% of regular participants will improve their math grade from fall to spring
---	15% increase in K-2nd grade participant proficiency rates on the TRC assessment from fall to spring
---	50% of regular 3rd-6th grade participants will pass the math portion of the PIVOT assessment in spring
---	40% of 3rd-6th grade regular participants will pass the math portion of ISTEP+ in spring

2017-2018 Program Site Successes

- Students who had homework were given an opportunity to complete it and staff members were available to provide help and answer questions as needed. During homework time, students are separated in groups by grade level (PreK-K, 1st-4th, and 5th and 6th) and work with the same staff member each day (Standard 4 & 13).
- When students do not have homework or are finished, staff members facilitate planned academic-related activities with the group. During the site visit, PreK-K students worked on writing their letters and addition problems, 1st-4th grade students worked on sight words, and 5th-6th grade students completed multiplication problems. Program staff communicate with school day teachers about the standards and concepts that are taught during the school day to plan these activities (Standard 13).

Areas to be Strengthened in 2018-2019

- Provide a Variety of Academic Enrichment Activities:** During homework time, the majority of students did not appear to have homework. Though staff members were prepared with academic-based worksheets for students to work on this time, many students either finished the worksheets early or lost interest after working on them for a short amount of time. After students left the group, it was difficult to get them back on track. Because staff members can anticipate that students will not have homework, several strategies can be implemented to further strengthen academic enrichment activities (Standard 13).

21st Century Community Learning Centers Program

Professional Development Plan

Return this form to: your IDOE 21st CCLC Specialist no later than Thursday February 7th, 2019

Cohort #:	8 & 9
Program Year #:	2019-2020
Name of Organization:	Edna Martin Christian Center
Program Director:	Barato Britt
Date Submitted:	1/7/2019

EXAMPLE	
Professional Development Activity	Trauma Informed Practices
Day or Month activity will take place	12/1/2018
Community Partner/Facilitator (if applicable)	Site Staff and Community Mental Health Services
Professional Development need to be addressed	Staff have a desire to learn more about trauma and how it impacts their day-to-day programming with kids
Staff to participate	Direct Service staff
Desired Impact	Staff feel more comfortable working with kids that have experienced trauma; fewer suspensions for behavior issues
CYC training area	Developmental Practice Methods
Professional Development Activity	MyON Reader Technical Assistance
Day or Month activity will take place	August 2019
Community Partner/Facilitator (if applicable)	MyON Reader Account Executive
Professional Development need to be addressed	Staff will gain first hand knowledge of online system uses and technical assistance.
Staff to participate	Direct Service Staff, Program Director, Youth Program
Desired Impact	Staff are comfortable with the system used to collect desired outcomes.
CYC training area	Development Practice
Professional Development Activity	Because Kids Count Conference
Day or Month activity will take place	November 2019
Community Partner/Facilitator (if applicable)	Indiana Youth Institute
Professional Development need to be addressed	Staff are able to engage with other youth worker professionals to gain practical and solution focused learnings that they can bring back to our team.
Staff to participate	Direct Service Staff, Site Coordinators, Program Director, Coordinators, Youth Program
Desired Impact	Staff refresh skillsets and learn updated practices, networking
CYC training area	Developmental Practice Methods, Cultural and Human Diversity, Professionalism
Professional Development Activity	CPR & First Aid
Day or Month activity will take place	August 2019
Community Partner/Facilitator (if applicable)	Public Safety Training & Supply LLC
Professional Development need to be addressed	All staff are required to renew CPR & First Aid training annually.
Staff to participate	Direct Service Staff, Site Coordinators, Youth Program
Desired Impact	Staff are comfortable with emergency preparedness strategies.
CYC training area	Applied Human Development, Professionalism
Professional Development Activity	Indiana Summit of Out-of-School Learning
Day or Month activity will take place	April 2020
Community Partner/Facilitator (if applicable)	Indiana Afterschool Network
Professional Development need to be addressed	Staff are able to engage with other youth worker professionals to gain practical and solution focused learnings that they can bring back to our team.
Staff to participate	Direct Service Staff, Site Coordinators, Program
Desired Impact	Staff refresh skillsets and learn updated practices, networking
CYC training area	Developmental Practice Methods, Cultural and Human Diversity, Professionalism
Professional Development Activity	Beyond School Hours XXII National Education Conference
Day or Month activity will take place	February 2020
Community Partner/Facilitator (if applicable)	Various facilitators
Professional Development need to be addressed	The Program Director uses this time
Staff to participate	Youth Program Coordinator
Desired Impact	The Program Coordinator will use this opportunity to engage with national professionals and update our existing best practices to share with the team.
CYC training area	Developmental Practice Methods, Cultural and Human Diversity, Professionalism



IDOE 21st CCLC Program Professional Development Plan

Program Name	Edna Martin Christian Center Leadership & Legacy Youth Program
Program Director	Jamie Scott
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 <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
Summer Youth Program Staff Training	Playworks	Improve team dynamics and interaction with students focusing on safety, empowerment and engagement	Opportunities for the improvement of student experience, retention and staff professionalism	Site Coordinator – 4 Front Line Staff – 12	4	\$1,500	50% from Cohort 8 50% from Cohort 9	June 2020	Professionalism, Developmental Practice Methods, Applied Human Development, Relationship & Communication
Full Staff SEL Curriculum Training	IUPUI	Staff will participate in IUPUI trauma-informed care training to implement supports into program spaces	Staff will earn certifications in trauma-informed care support and develop plans to build said supports into their program spaces	Site Coordinator – 4 Front Line Staff – 10	4	\$1,000	90% from Cohort 8 10% from Cohort 9	August 2020	Professionalism, Developmental Practice Methods, Applied Human Development, Relationship & Communication



IDOE 21st CCLC Program Professional Development Plan

CYC Certification	Indiana Youth Services Association	CYC certification allows practitioners to demonstrate their development as professionals and participate in true career development.	Engaging in the certification process promotes higher standards of practice and programming, and creates competent, compassionate and caring EMCC professionals.	Front Line Staff – 2	35	\$900	100% from Cohort 8	September 2020	Professionalism, Cultural and Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods
Multi-State Conference	West Virginia Department of Education	Staff will engage in a number of workshops and learning sessions with other youth worker professionals to gain practical and solution-focused learnings and bring back to our team.	Participation allows for a short break from regular program routines, and exposes staff to new ideas, national peers and program quality elements.	Site Coordinator – 2 Front Line Staff – 4	15	\$1,530	50% from Cohort 8 50% from Cohort 9	October 2020	Professionalism, Cultural and Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods
Because Kids Count Conference	Indiana Youth Institute	Staff will learn about a wide variety of topics and trends while making year-long connections with your peers across the state.	Participation allows for a short break from regular program routines, and exposes staff to new ideas, peers and program quality elements while completing required annual PD hours.	Site Coordinator - 2 Front Line Staff – 4	15	\$960	25% from 21st CCLC 25% from Cohort 9	December 2020	Developmental Practice Methods, Cultural and Human Diversity, Professionalism
CPR/First Aid, AED and Universal Precautions	Public Safety Training & Supply LLC	As an annual requirement, EMCC hosts this training to address the potential life or death scenarios we need to be prepared for.	Annual certification for our team ensures that every staffer on-site is trained and certified in the event of an emergency	Site Coordinator – 5 Front Line Staff – 15	5	\$1,775	25% from Cohort 8 75% from Cohort 9	December 2020	Applied Human Development, Developmental Practice Methods



IDOE 21st CCLC Program Professional Development Plan

BOOST Conference	Best Out-of-School Time Conference 2021	BOOST is the largest, most recognized and comprehensive global convening for after school, expanded learning, and in and out-of-school time professionals. Exposing our team to this experience is set to create change.	This opportunity will rejuvenate the passion, boost the direction for quality programming and provide tools and resources to staff while completing required annual PD hours.	Site Coordinator - 2	15	\$1,020	75% from Cohort 8 25% from Cohort 9	April 2021	Professionalism, Cultural and Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods
Indiana Summit on Out-of-School Learning	Indiana Afterschool Network	Staff will engage in a number of workshops and learning sessions with other youth worker professionals to gain practical and solution-focused learnings and bring back to our team.	The Summit allows, again, for a short break from regular program routines, and exposes staff to new ideas, peers and program quality elements while completing required annual PD hours.	Program Director - 1 Site Coordinator - 2 Front Line Staff - 5	15	\$700	75% from Cohort 8 25% from Cohort 9	April 2021	Developmental Practice Methods, Cultural and Human Diversity, Professionalism

Professional Development Plan Cost: Cohort 8, Year 4

Total Estimated Cost	\$4,896.25	2%
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Professional Development Plan Cost: Cohort 9, Year 3

Total Estimated Cost	\$3,708.75	2%
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Program Implementation

Evidence-based Curriculum: The Leadership and Legacy Program will incorporate the following research-based curricula to complement full enrichment activities:

MyON: An award-winning personalized literacy platform that allows for the creation of a literacy Ecosystem through a digital library and cutting edge literacy tools. Incorporation of myON will enable the proposed program the opportunity to substantially enhance interest and engagement of students to reading activities through personalization. Evidence suggests that this approach is ideal as it “is based on students’ interests and preferences, takes into account students’ level of ability, and accommodates students’ individual learning styles and strengths.” Research further indicates that students can improve in reading simply by reading books they find interesting. In addition to personalized reading, EMCC and its partners have experienced direct benefit of myON incorporation in prior cohorts.

In partnership with 220 Leadership and Crown Mentoring, EMCC has further incorporated partners that employ evidence based approaches to meet collective outcomes.

The CROWN Mentoring Mission is to build character and confidence in our scholars while encouraging the discovery of their genius. Students focus on the three A's: Attendance, Attitude, and Academic Achievement to ensure their success in school. Scholars are exposed to a character building curriculum that focuses on character themes like courage, integrity, respect, responsibility and leadership, along with additional STEM (science, technology, engineering and math), SPARK (physical fitness curriculum) and LitEd (literacy) curriculums through Success Station participation.

220 Leadership helps students and young professionals close the gap between where they are today and their 220 Life. Vetted and sanctioned by significant local and national partners, the college and career readiness, leadership and entrepreneurship programs teach the psychology and strategies that prepart students for ultimate success. The group has been a partner of the MBEZ and EMCC since 2017.

Consistent with prior programmatic goals, The LLP will seek to address the following: (1) Improve Academic Performance; (2) Improve Student Behavior; and (3) Increase Family Involvement. EMCC addresses these goals via comprehensive activities offered by the collaboration that include a comprehensive academic and character development focus: Remedial Education, Research Based Curriculum Support, College and Career readiness, mentoring and Enrichment activities. The chart outlining these efforts is below:

Table 15: Elementary School Evidence-based Objectives, Activities and Performance:

Program Goals	Program Objectives	Program Activities/Research-based Curriculum	Performance Measures
1) Improve student academic achievement	1.1 Increase reading comprehension achievement among regularly attending 21st CCLC participants.	<p>Provide daily literacy enrichment activities by licensed teachers and trained staff (focused on alignment with school-day curriculum).</p> <p>Individual and Group Homework Assistance opportunities</p> <p>Research-based curriculum used: MyON Reader and school-specific literacy and reading applications</p>	<p>1.1a) 40% of regular participating elementary students will improve their reading/ELA grades from fall 2021 to spring 2022</p> <p>1.1b) K-2nd grade: Proficiency scores in NWEA will increase from fall 2021 to spring 2022 by 15% for each student targeted by the program.</p> <p>1.1c) 3rd-6th grade: Proficiency scores in and NWEA will increase from fall 2021 to spring 2022 by 15% for each student targeted by the program.</p>
	1.2 Increase mathematics achievement among regularly attending 21st CCLC participants.	<p>a) Provide daily academic enrichment activities by licensed teachers and trained staff (focused on alignment with school-day curriculum).</p> <p>b) Provide regular STEM instruction partner network offerings</p> <p>Research-based curriculum: School-specific mathematics applications</p>	<p>1.2a) 40% of regular participants will improve their math grade from fall 2021 to spring 2022</p> <p>1.2b) 3rd-6th students: Spring 2022 proficiency rates on the math portion of NWEA will increase from fall 2021 rates by 15% for each school targeted by the program</p> <p>1.2d) 40% of 3rd-6th grade regular participants will pass the math portion of ILEARN+ in the Spring of 2022</p>
	1.3 Maintain frequent program attendance to promote academic achievement	a) Provide enriching and engaging activities that motivate the students to attend school (academic enrichment, homework help, club-based programs), service learning, character and leadership development	<p>1.3a) A minimum of 120 students will attend the program for 45 or more days per school year; participation per school will be as follows:</p> <p>IPS #51: 30 PLA at #48: 30</p>

		b) incentivize student participation through rewarding excellence, themed activities, opportunities to earn incentives	IAA: 20
2)Improve student behavior	<p>2.1 Regular attending 21st CCLC students will indicate the increased understanding and demonstration of positive behaviors.</p> <p>2.2 Regular attending 21st CCLC students will have fewer disciplinary actions</p>	<p>a)Provide daily engaging SEL enrichment and academic activities that build self-esteem and problem solving skills and encourage positive behavior.</p> <p>b) Incentivized excellence through reward system</p> <p>c) Mentoring initiatives (all sites)</p> <p>d) Small group character development</p> <p>e) Civic education/Service Learning Opportunities (KICP/Legacy)</p> <p>2.2a)Collaboration with school leaders, teachers, Parent Involvement Educators, and parents to support families and encourage school attendance.</p> <p>2.2 b) Incentivized excellence through reward system</p>	<p>2.1a) 65% of students will improve their classroom behavior (or require no improvement) during the school year.</p> <p>2.1a) 65% of students will recognize and identify examples of positive behavior</p> <p>2.1b) 60% of participants’ teachers will report improved classroom behavior or no improvement needed</p> <p>2.2a) 45% of regular participants will have no suspensions from school</p> <p>2.2b) Program sites will score satisfactory or higher on IN-QPSA Power standards relative to positive student behaviors</p>
3)Improve family involvement	3.1) Increase the family's understanding of the value of being involved in their student’s learning.	<p>a)Provide regular family engagement training for staff.</p> <p>b)Provide technical assistance to staff on family engagement strategies</p>	<p>3.1a) 65% of families will state an increase in their understanding of being involved in their student’s education.</p> <p>3.1b) EMCC will conduct at least three family based activities and</p>

	<p>3.2) Increase family’s involvement in their student’s learning.</p> <p>3.3) Increase teacher and staff’s understanding of family involvement.</p>	<p>c) Provide family social service supports via EMCC Social Service Continuum (Energy Assistance, Food Pantry, Workforce Development, Entrepreneurship)</p>	<p>convocations during the school year at each site</p> <p>3.2a) 70% of parents will report high levels of satisfaction with program communications.</p> <p>3.2 b) Program sites will score satisfactory or higher on IN-QPSA Power standards relative to family involvement</p> <p>3.3a) 85% of staff will report an increase in their understanding of engaging families in their student’s learning.</p>
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Table 16: Middle and High School Evidence-based Objectives, Activities and Performance:

Program Goals	Program Objectives	Program Activities/Research-based Curriculum	Performance Measures
<p>1) Improve student academic achievement</p>	<p>1.1 Increase reading comprehension achievement among regularly attending 21st CCLC participants.</p>	<p>Provide daily literacy enrichment activities by licensed teachers and trained staff (focused on alignment with school-day curriculum).</p> <p>Individual and Group Homework Assistance opportunities</p> <p>Research-based curriculum used: MyON Reader and school-specific literacy and reading applications</p>	<p>1.1a) 40% of regular participants will improve their reading/ELA grades from fall 2021 to spring 2022</p> <p>1.1b) K-2nd grade: Proficiency scores in DIBELS and NWEA will increase from fall 2021 to spring 2022 by 15% for each student targeted by the program.</p> <p>1.1c) 3rd-6th grade: Proficiency scores in and NWEA will increase from fall 2021 to spring 2022 by 15% for each student targeted by the program.</p>

	<p>1.2 Increase mathematics achievement among regularly attending 21st CCLC participants.</p>	<p>a) Provide daily academic enrichment activities by licensed teachers and trained staff (focused on alignment with school-day curriculum).</p> <p>b) Provide regular STEM instruction via expanded cooking and gardening initiatives</p> <p>Research-based curriculum: School-specific algebra and geometry applications</p>	<p>1.2a) 40% of regular participants will improve their algebra grade from fall 2021 to spring 2022</p> <p>1.2b) 6th-11th students: Spring 2022 proficiency rates on the math portion of NWEA will increase from fall 2021 rates by 15% for each school targeted by the program</p> <p>1.2d) 40% of 6th-11th grade regular attending participants will pass the math portion of ILEARN+ in the Spring of 2022</p>
	<p>1.3 Maintain frequent program attendance to promote academic achievement</p>	<p>a) Provide enriching and engaging activities that motivate the students to attend school (academic enrichment, homework help, club-based programs), service learning, character and leadership development</p> <p>b) incentivize student participation through rewarding excellence, themed activities, opportunities to earn incentives</p>	<p>1.3a) A minimum of 40 middle and high school students will attend the program for 45 or more days per school year; participation per school will be as follows:</p> <p>KICP: 20 KIPP Legacy: 20</p>
<p>2) Improve student behavior</p>	<p>2.1 Regular attending 21st CCLC students will indicate the increased understanding and demonstration of positive behaviors.</p> <p>2.2 Regular attending 21st CCLC students will have fewer disciplinary actions</p>	<p>a) Provide daily engaging SEL enrichment and academic activities that build self-esteem and problem solving skills and encourage positive behavior.</p> <p>b) Incentivized excellence through reward system</p> <p>c) Mentoring initiatives with KIPP elementary students</p> <p>d) Small group character development</p> <p>e) Civic education/Service Learning Opportunities (KICP/Legacy)</p>	<p>2.1a) 65% of students will improve their classroom behavior (or require no improvement) during the school year.</p> <p>2.1a) 65% of students will recognize and identify examples of positive behavior</p> <p>2.1b) 60% of participants' teachers will report improved classroom behavior or no improvement needed</p> <p>2.2a) 45% of regular participants will have no suspensions from school</p>

		<p>2.2a) Collaboration with school leaders, teachers, Parent Involvement Educators, and parents to support families and encourage school attendance.</p> <p>2.2 b) Incentivized excellence through reward system</p>	<p>2.2b) Program sites will score satisfactory or higher on IN-QPSA Power standards relative to positive student behaviors</p>
<p>3) Improve family involvement</p>	<p>3.1) Increase the family's understanding of the value of being involved in their student's learning.</p> <p>3.2) Increase family's involvement in their student's learning.</p> <p>3.3) Increase teacher and staff's understanding of family involvement.</p>	<p>a) Provide regular family engagement training for staff.</p> <p>b) Provide technical assistance to staff on family engagement strategies</p> <p>c) Provide family social service supports via EMCC Social Service Continuum (Energy Assistance, Food Pantry, Workforce Development, Entrepreneurship)</p>	<p>3.1a) 65% of families will state an increase in their understanding of being involved in their student's education.</p> <p>3.1b) EMCC will conduct at least three family based activities and convocations during the school year at each site</p> <p>3.2a) 70% of parents will report high levels of satisfaction with program communications.</p> <p>3.2 b) Program sites will score satisfactory or higher on IN-QPSA Power standards relative to family involvement</p> <p>3.3a) 85% of staff will report an increase in their understanding of engaging families in their student's learning.</p>

Program Communication

Edna Martin Christian Center will exclusively recruit students in the targeted schools. As such, local non-public school students are not considered toward our targeted population for this proposal. All targeted schools are previous partners of the LLP's 21st CCLC efforts and have been connected with the Program Director and individual Youth Program Site Coordinators as established Points of Contact.

Communication Plan: Before programs are launched, the Program Director and Site Coordinators will meet with school leadership to review OST programming plans to secure alignment with School Improvement Plans. The Program Director and Site Coordinators are also charged to engage in quarterly meetings with school leadership to assess successes and opportunities for improvement. Principals and School Leaders agree to designate a school-based employee (i.e. Community Coordinator, Parent Involvement Educator) as the daily Point of Contact as well as data request personnel. As outlined, all LEAs will assist the LLP by obtaining parent permission for student data release, in accordance with confidentiality and privacy standards. EMCC also maintains an overarching data sharing agreement with Indianapolis Public Schools. EMCC Site Coordinators will request a quarterly report from each school to include first semester grades as well as assessment and attendance data in order to adjust program supports accordingly. Staff will also be trained to recognize the importance of parent connection for positive and challenging matters related to student performance. Parents will also receive regular internal student performance reports and will be encouraged to visit, per EMCC's "open door policy", volunteer and participate in program execution at their convenience. In the unique case of KICP and KIPP Legacy, EMCC further employs the schools' Full Service Community Schools Coordinator, who will assist efforts to connect OST program strategy and alignment at the school, community stakeholder and parent levels.

Community Stakeholders: EMCC and its partners will engage in both information via marketing, social media and outreach to share program specifics such as locations, times and guidelines for program enrollment. Other forms of communication will be collectively designed in order to reach broader community efforts when appropriate. Through the Education Zone, EMCC have embraced opportunities for regular engagement with direct school day community partners and schools, encouraging and leading direct school day participation, community councils and regular information sharing for materials disseminated at each school. All of EMCC program and service information is available electronically and in physical pamphlet form and will include EMCC's designation as a 21st CCLC Grantee and include the logo.

Families of program participants: EMCC maintains a pool of more than 250 previous students from targeted schools. Therefore, many families remain connected to EMCC communications via email, the Remind app and EMCC newsletters. Said families receive For prospective ELL students, EMCC will ensure that all program marketing and enrollment

communications include Spanish version to ensure full family awareness. EMCC will also commit to having a staffer who is fluent in conversational Spanish on staff to communicate with primarily Spanish-speaking families.

EMCC and its partner schools are committed to seamless delivery of student data for the purpose of monitoring student performance toward overall objectives and program evaluation. Enclosed are Memorandums of Agreement from four LEAs: Indianapolis Public Schools, KIPP Indy Public Schools, Phalen Leadership Academy at School 48 and IAA. As outlined, each LEA will assist the LLP by obtaining parent permission for student data release, in accordance with confidentiality and privacy standards. Specific student data to be secured includes grades, attendance, behavioral and assessment information. EMCC staff and Limelight Analytics will engage regularly with the IPS District and IAA school leadership to ensure data acquisition process fidelity. Regular School Day Staff: EMCC has embraced opportunities for regular engagement with school day staff through direct school day participation, engagement at staff meetings and regular information sharing for materials disseminated at each school. The program expansion will intentionally make efforts to hire program staff from the school to serve as Academic Success Coaches to strengthen recruitment strategies and to demonstrate full collaborative buy-in to the school, consistent with current program deliverables. Program staff will be required to complete internal academic and behavior reports to school day staff to foster greater alignment. e) Families of participating students – All Leadership and Legacy Program parents will be encouraged to participate in a series of programs and activities designed to stimulate enhanced communication and overall program quality. Program staff will be trained on effective parent engagement and will be required to connect with each parent upon receipt of student grade reports at a minimum.

21st CCLC Terminology: Under the Martindale Education Zone EMCC and the LLP Leadership and Legacy Program will continue to identify as a 21st Century Community Learning Center. Each site will utilize the 21st CCLC logo on all program materials including applications, flyers and via social and electronic media outreach. For EMCC, “Leadership and Legacy” has been the name of youth summer programming activities, and is the name of the Center’s recently acquired site, a 12 acre campus with two buildings at approximately 25,000 square feet. In integrating the program under the broader MBEZ umbrella, the Center purposefully rebranded programming to include early childhood and 2 Gen case management strategies under a collective impact approach. All subsequent materials will read as follows “The MBEZ Leadership and Legacy Program: A 21st Century Community Learning Center.” In the case of New Era Church, partners have determined that all material circulated to IAA students and families will read as follows: Operation More Hope, under the umbrella of the MBEZ Leadership and Legacy 21st Century Community Learning Center Program.

Professional Development

EMCC will allot significant investment of 21st CCLC funds toward professional development activities for staff that incorporate local, state and national conferences, the attainment of the Child and Youth Care (CYC) Certifications, network and partner affiliated best practice- and curriculum-based development opportunities. All staff will be hired either directly under EMCC or New Era Church. All EMCC staff will be required at a minimum to earn 12 hours of professional development via online training from the Indiana-Licensing and Education Access Depot (I-LEAD). Required I-LEAD trainings include School Aged Child Health and Safety, Child Abuse and Neglect and Emergency Preparation.

In addition to I-LEAD all program staffers will gain access to IAN's Indiana Academy of Out-of-School Learning and complete a minimum of two hours of new training monthly. Regular internal training includes in-service activities, quarterly full staff meetings, monthly team meetings and team building exercises. The Program Director and other Administrative Staff facilitate staff orientations prior to program implementation or upon hire throughout the program year, in order to familiarize staff with the overall program goals and objectives. With specific regard to 21st CCLC related development opportunities, EMCC ensures all staff gain opportunities to participate in webinars and recognized conferences, such as the 21st CCLC multistate conference, annual Indiana Afterschool Network Summit on Out-of-School Learning and Indiana Youth Institute Because Kids Conference. Program Leadership also works with the external evaluator throughout the program to determine additional development opportunities to be engaged based on observations and stakeholder feedback. Program partners will provide supplemental opportunities for staffers to fully gauge the program elements and targeted outcomes prior to program commencement.

The following document outlines the collective professional development plan for the 2021-22 school year in detail.



IDOE 21st CCLC Program Professional Development Plan

o_ What professional development opportunities are being offered by other entities in your area that you could collaborate with? Consider school districts, non-profits, and community service organizations that may provide similar services. How can these opportunities be included in the plan to drive program quality over the course of the year?

Program Name	EMCC Leadership & Legacy Youth Program
Program Director	Jamie Scott
Dates of implementation	June 1, 2021—June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation <small>(Staff Titles & Number of Participants)</small>	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment <small>(if applicable)</small>
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director -1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 st CCLC 50% from Title II	January 2020	Professionalism
Youth Program Staff Training	Second Steps	Improve staff to student engagement and provide	Opportunities for the improvement of student experience, retention and staff professionalism	Site Coordinator - 4 Youth Program Assistant - 8	8	\$1,500	100% from CCLC	September 2021	Developmental Practice Methods, Relationship & Communication
Youth Program Staff Training	Playworks	Improve team dynamics and interaction with students focusing on safety, empowerment and engagement	Opportunities for the improvement of student experience, retention and staff professionalism	Site Coordinator - 4 Youth Program Assistant - 4	4	\$1,500	100% from CCLC	September 2021	Professionalism, Developmental Practice Methods, Applied Human Development,



IDOE 21st CCLC Program Professional Development Plan

21st CCLC Multi-State Conference	Location TBD	Staff will engage in a number of workshops and learning sessions with other youth worker professionals to gain practical and solution-focused learnings and bring them back to our team.	Participation allows for a short break from regular program routines, and exposes staff to new ideas, national peers and program quality elements.	Site Coordinator – 2 Front Line Staff – 4	15	\$720	100% from CCLC	October 2021	Relationship & Communication Professionalism, Cultural and Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods
Because Kids Count Conference	Indiana Youth Institute	Staff will engage in a wide variety of topics and trends while making year-long connections with your peers across the state.	Participation allows for a short break from regular program routines, and exposes staff to new ideas, peers and program quality elements while completing required annual PD hours.	Site Coordinator - 2 Front Line Staff – 4	15	\$720	100% from 21st CCLC	December 2021	Developmental Practice Methods, Cultural and Human Diversity, Professionalism
CPR/First Aid, Universal Precautions - PSTS	Public Safety Training & Supply LLC	As an annual requirement, EMCC hosts this training to address the potential life or death scenarios we need to be prepared for.	Annual certification for our team ensures that every staffer on-site is trained and certified in the event of an emergency	Site Coordinator – 2 Front Line Staff – 8	8	\$1,400	100% from 21st CCLC	December 2021	Applied Human Development, Developmental Practice Methods
Indiana Summit on Out-of-School Learning	Indiana Afterschool Network	Staff will engage in a number of workshops and learning sessions with other youth worker professionals to gain practical and solution-focused	The Summit allows, again, for a short break from regular program routines, and exposes staff to new ideas, peers and program quality elements while	Site Coordinator - 2 Front Line Staff – 4	15	\$600	100% from 21st CCLC	April 2022	Developmental Practice Methods, Cultural and Human Diversity, Professionalism



IDOE 21st CCLC Program Professional Development Plan

BOOST Conference	BOOST Collaborative	learnings and bring them back to our team.	completing required annual PD hours.	Program Director - 1 Site Coordinator - 1	20	\$1100	100% from 21st CCLC	April 2022	Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods
Child & Youth Care Credential	Indiana Youth Services Association	Participation in BOOST will allow for EMCC staff to expand their learning and hear new techniques from national professionals to renew and update our efforts	BOOST offers networking and team building opportunities with thousands of global in and OST professionals, more than 175 workshops to aid program leaders in learning, growing, being innovative and engaging in targeted solution-based conversations.	Site Coordinator - 2 Youth Program Assistant - 4	35	\$3,000	100% from 21st CCLC	December 2021	Human Diversity, Applied Human Development, Relationship & Communication, Developmental Practice Methods

Professional Development Plan Cost:

Total Estimated Cost	\$10,540.00	% of Total Budget	3.5%
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Evaluation

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

Type of Data to be Collected – Daily attendance, demographics, and math and reading grades will be collected for each participant. In addition to participant-level data 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.

Table 17: Data Elements & Reporting

Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics

March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Academic/school-based data: <ul style="list-style-type: none"> ● Grades 	Cayen Systems 21 APR

Data Collection Instruments – Several critical sources of data will rely on the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards.

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.

Local Evaluator - EMCC has retained the services of Limelight Analytics to provide evaluation services for the 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 EMCC to ensure the results of the evaluation are used for continuous 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.

Strategies of Measurement:

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

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades teacher survey data. 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 IPS and partner charter schools using predetermined data sharing procedures outlined in the Memoranda 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

The Martindale Brightwood Education Zone Leadership & Legacy Program (LLP) employs the following safety and transportation protocols for 21st CCLC program implementation:

Transportation to and From: As implementation of the LLP will occur directly at targeted off-site locations, EMCC follows all school policies on site, and procedures associated with FSSA Provider Eligibility Standards off site. NEC will continue to pick up students upon school day release in DOT-approved, licensed and insured vehicles. EMCC and NEC will provide regular transportation home for all students in need. All guardians will be required to complete a registration form for each child to include medical history, emergency numbers and designated person(s) to pick up. Identification will be required to any parent picking up a child. That person must be on the designated pick up list. EMCC also ensures small group ratios and attendance checks for full accountability and student monitoring during off site activities. EMCC ensures that all facilities utilized meet standards in accordance with the IAN Standards on Safety, Health and Nutrition. All sites post the Centers safe conditions policy, in addition to evacuation plans, emergency drills and drill charts. Each school site will be secured after hours by ensuring all outside doors and windows are closed and locked at all times. School-based program hours will follow the school's Emergency Action Plan when possible.

Needs of Working Families: The Center has adjusted significantly to serving students during the pandemic, having invested significantly in capital improvements and employing prevention plans in the best effort to mitigate exposure. The Center and its partners firmly recognize the need to maintain operation as consistently as possible, in the most accessible manner as can be afforded its families. With the implementation of fuller Zone strategies, in fact, the Center is able to further support family needs that are augmented as a result of student program participation.

On-Site Safety: While the proposed opportunity is for the 2021-22 school year, EMCC will maintain several of these procedures to ensure student safety. Specifically, EMCC will maintain physical distancing guidelines, aggressive hand washing procedures, assigned staffing roles to regular cleaning and sanitizing, staggered activities to reduce group size and pick up and drop off procedures that ensure student and staff safety. Additionally, EMCC students will be in FSSA-approved spaces and no outside entities will have access without first checking in within the administration offices. Students that attend School 51, KICP, KIPP Legacy and PLA at School 48 will be dismissed directly to FSSA-approved spaces within the school buildings and collected by screened EMCC staff and volunteers.

Hiring Practices: In keeping with FSSA Standards, staff will be subject to annual drug screenings, TB tests and must complete mandatory trainings, such as Child Abuse & Prevention, CPR/First Aid and Universal Precautions, within the first 30 days of hire. Staff credentials and files will be checked and updated twice per year, in accordance with FSSA regulations governing summer and school year youth programming.

Background checks: All EMCC and New Era Church staff members and volunteers will have a completed and cleared federal background check and sex offender clearance on file before participating in any activities with students.

The Leadership & Legacy Program will occur at each of the targeted schools, in addition to EMCC's Leadership and Legacy Campus for extended program days on school breaks and closures. Students will be dismissed from their classroom to the designated after school space within the school. EMCC and its transportation partner, Bowman's Transportation Service, will shuttle students from each school to the Leadership and Legacy Campus, based on the schedule of activities provided. Unless indicated otherwise, all students will be dropped off at home following programming. All EMCC and Bowman's Transportation drivers receive extensive pre-employment training and ongoing in-service training. EMCC is fully committed to the provision of transportation in cases where it would otherwise be a hindrance to student participation.

Budget

Please find EMCC's proposed budget following this document as well as in the online submission tool.

Program Stability

EMCC has a balanced program funding strategy which includes grants, individual/group donors, endowment interest, and fee for service initiatives. Over the last decade, the organization has developed strong public/private partnerships with the following groups to support the Leadership & Legacy Program: Indiana Department of Education, Indianapolis Foundation, Nina Mason Pulliam Charitable Trust, United Way (competitive grants), Family and Social Services Administration, the City of Indianapolis Community Development Block Grant Program, Lilly Endowment, Eli Lilly Co., and other private funders.

Significantly, this year the Center received a significant funding infusion for Martindale Brightwood Education Zone programming from the U.S. Department of Education totalling \$2.5 million to be distributed over 5 years. The support will help offset staff, partnerships and other 2Gen programmatic supports to compliment the OST programs.

Additionally, as an Legally Licensed Exempt Provider, EMCC also serves students through child care subsidies such as the Child Care and Development Fund (CCDF). During the 2019 calendar year, EMCC raised over \$900,000 for its expanded school age program, inclusive of funding secured through our previous 21st CCLC cohorts. In addition to these partnerships, EMCC has historically raised over \$150,000 in unrestricted gifts annually from individual donors. Of that amount, 33% or \$50,000 is provided to school age youth programming.

For 79 years, EMCC has focused on school age youth programming. It continues to be a priority program area for the organization. Fundraising efforts have been targeted for this program to continue under the EMCC strategic plan. The board of directors has further committed additional investment to be targeted to this program area to ensure the sustainability of the program beyond the DOE investment.

Expansion of fee-for-service: Entering 2020, EMCC has positioned itself to significantly increase revenue with the introduction of its second Level 3 Paths-to-Quality Early Childhood Education site. Prior to the pandemic, the Center projected service to 170 students ages 6 weeks to 5 years, an increase of more than 80 students from the prior year. The revenue projected from this infusion provided additional wherewithal of the Center's ability not only to sustain youth programming, but to generate additional income for the broader operation. As we continue to enroll post pandemic, EMCC anticipates substantially increased income that will be reinvested in youth programming. It should finally be noted that each of EMCCs traditional programs has a fee for service operation that aligns with the mission and generates income for the organization that is reinvested to maintain sustainable programming.