



21ST CCLC

REQUEST FOR PROPOSAL (RFP) TEMPLATE

Program Name	21 st Century Community Learning Centers Program (21 st CCLC)
Pass Through Entity	Indiana Department of Education
Office	Title Grants and Support
Federal Agency	U.S. Department of Education
Federal Award I.D.	S287C190014
Fiscal Year of Award	2019
CFDA	84.287

Release Date	February 12, 2020
Intent to Apply Due <i>*an Intent to Apply is not required to submit a full application</i>	March 12, 2020
Application Due	August 12, 2020; 11:59 p.m. EST
Electronic Submission Process	Submit the application here
For questions about the application, eligibility, or requirements	21stCCLCprogram@doe.in.gov

Applications must follow the sequence of the narrative requirements listed below. Each section should be labeled accordingly. **Please do not add an additional cover page to the application—the first page of the application should be page 2 of this document.**

Applications that do not follow the sequence of the narrative requirements and/or are not labeled accordingly may receive application point deduction during the review process. Each section in the Program Narrative has a maximum page limit as well as a corresponding point value. **The Narrative must be in 12 point font, single or double spaced.** Applications should only be submitted once. Please ensure the application is finalized before submitting.

In addition to completing the narrative section, you must submit a completed budget **(in Excel format)**. [You can find the budget template here.](#) [You can find a budget template guide here.](#)



21ST CCLC

IDOE 21st CCLC staff will provide technical assistance to support applicants in proper grant submission in three ways. First, applicants can access a Cohort 10 RFP overview webinar, [via this link](#). The webinar covers the basic framework of the grant as well as the submission, scoring, and award announcement process. 21st CCLC staff will also provide technical assistance to applicants via a one-on-one phone call, as needed. To schedule an individual time to speak to 21st CCLC staff, [click here](#). Please note 21st CCLC staff members are able to answer questions about application clarity, however, they are not able to answer questions or make suggestions regarding application content.

Lastly, IDOE 21st CCLC staff is excited to announce the new Grantee Readiness Program, aimed at providing on-going virtual and in-person support to applicants. This initiative will provide applicants with monthly virtual and in-person sessions, each focused on an individual section of the RFP. In-person sessions will be held in two locations throughout the state and provide attendees with the virtual session content as well as time with content experts, available to offer thought-partnership on the content covered in that session.

Registration is required—dates, times, topics, & locations can be found via the registration link, [located here](#). As sessions occur, content (power points, resources, tools, etc.) will be saved to a shared online platform, [located here](#).

Applicants are encouraged to engage in the technical assistance opportunities listed above as they complete applications. If you have questions, please contact 21CCLCprogram@doe.in.gov.



21ST CCLC

NAME OF LEA OR ORGANIZATION	ELKHART COMMUNITY SCHOOLS
ADDRESS	2720 CALIFORNIA RD ELKHART 46514
COUNTY	ELKHART
NAME OF CONTACT PERSON	BETH A. WILLIAMS
TITLE	DIRECTOR OF FEDERAL PROGRAMS
PHONE NUMBER	574.262.5679
EMAIL	BWILLIAMS@ELKHART.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DR. STEVEN THALHEIMER
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	STHALHEIMER@ELKHART.K12.IN.US

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 TH
MONGER ELEMENTARY (SCHOOL CORP 2305)	90%	B	40	K-6
ROOSEVELT STEAM ACADEMY (SCHOOL CORP 2305)	100% (CEP SCHOOL)	F	40	K-6
PIERRE MORAN MIDDLE SCHOOL (SCHOOL CORP 2305)	77.5	D	30	7-8



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
MONGER ELEMENTARY	1100 E HIVELY ELKHART 46517	ELKHART
ROOSEVELT STEAM ACADEMY	201 W WOLF AVE. ELKHART 46516	ELKHART
PIERRE MORAN MIDDLE SCHOOL	200 W LUSHER AVE. ELKHART 46517	ELKHART

TOTAL GRADE LEVEL(S) TO BE SERVED	K-8
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<p><u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</p>	<p>STEAM</p>
<p><u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</p>	<p>BEFORE-SCHOOL AND AFTER-SCHOOL ELEM: 7:30-8:30 AND 3:40-5:30 MIDDLE SCHOOL 2:40-5:10</p>
<p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	<p>N</p>

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

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;



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- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;



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- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.



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Elkhart Community Schools
Applicant Name (LEA or Organization)

Steve Thack
Authorized Signature

8/11/2020
Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

ELKHART HOUSING AUTHORITY

This agreement is between City of Elkhart Housing Authority and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program taking place at the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle School campus sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Provide positive after-school community support and extended student engagement opportunities in academics, STEAM and the music student performance. As well as Offer a platform for expanding the music-inspired program in the community.

II. BACKGROUND

Established in 1962, the Elkhart Housing Authority is a public agency with a mission to enable the low income families it serves to become self-sufficient. The Elkhart Housing Authority understands that education strongly influences future economic outcomes and can also deter antisocial behaviors. The Elkhart Housing Authority further understands that a sense of community helps all children to reach their fullest potentials. To that end, the Elkhart Housing Authority hopes to partner with Elkhart Community Schools to help institute an educational support system that will inspire youth from low income families to thrive in their immediate community and beyond.

III. RESPONSIBILITIES OF ELKHART HOUSING AUTHORITY UNDER THIS MOU

The following provisions shall be free of charge:

- Use of the Banneker Heights community building located at 1 Malcolm Drive, Elkhart, IN 46517 which is in the surrounding area of HCC
- Promote Center to Elkhart Housing Authority families

- Encourage staff volunteers and meeting attendance
- Supply water, gas, and electric utilities at the public housing community center
- Make repairs deemed normal wear and tear within two business days

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
 - Actively engage the community partners in the goals of the Center,
 - Plan and facilitate quarterly Advisement Council meetings,
 - Implement the educational program outlined in the approved application,
 - Monitor and comply with the program and budget,
 - Support the lead evaluator with data collection processes,
 - Complete the necessary reports and submit them to the state in a timely fashion,
 - Manage the calendar of programming,
 - Keep attendance and behavior records,
 - Encourage and record parent attendance,
 - Enforce program policies and safety protocols with students and families,
 - Solicit and schedule adult volunteers,
 - Supervise site coordinators and volunteers,
 - Communicate with building administrators and staff,
 - Maintain student records including health and emergency plans, and
 - Attend mandated program director's meetings and follow required professional development.
 - Clear snow from walkway
 - Routinely clean and maintain repair of the Center
 - Immediately notify Elkhart Housing Authority of maintenance concerns

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

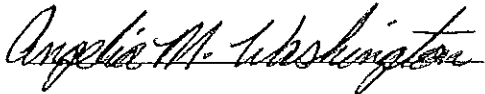
1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU does not include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for Elkhart Housing Authority and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



Elkhart Housing Authority Signature



Superintendent of Schools Signature

08-11-2020

Date

8/12/2020

Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

CITY OF ELKHART PARK AND RECREATION DEPARTMENT

This agreement is between City of Elkhart Parks Department and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program taking place at the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle School campus sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Provide positive after-school community support and extended student engagement opportunities in academics, STEAM, and the El Sistema music student performance. As well as offer a platform for expanding the music-inspired program in the community.

II. BACKGROUND

The City of Elkhart Park and Recreation Department works to provide meaningful recreation and educational opportunities throughout the community as a whole. For many years, the Parks Department has worked with community partners to engage the public, and especially children, to program around enhanced learning opportunities and enriched experiences that increase the quality of life for everyone within the City. Operating out of the five pavilions, community center, or numerous greenspaces, Parks offers multiple programs and events including clubs, activities, and competitions.

Elkhart Parks and Recreation recognizes the increased need of engagement to disadvantaged youth across the city and is working to help address this issue. As a community partner, the department is interested in working together to identify enriched programming at one of the many spaces available throughout the neighborhoods.

III. RESPONSIBILITIES OF CITY OF ELKHART PARKS DEPARTMENT UNDER THIS MOU

The following responsibilities are to be free of charge as resources are available:

- Offer the consortium use of parks facilities, such as pavilions, community center, and green space environments for environmental and agricultural learning opportunities, this includes student performances for parents and community members
- Offer special activities for student groups
- Offer a meeting space to HCC for the Advisory Committee at the City of Elkhart Parks Department facility
- Jamison Czarnecki, Superintendent of the City of Elkhart Parks & Recreation Department, will serve on the Advisement Council for quarterly meetings.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
 - Actively engage the community partners in the goals of the Center,
 - Plan and facilitate quarterly Advisement Council meetings,
 - Implement the educational program outlined in the approved application,
 - Monitor and comply with the program and budget,
 - Support the lead evaluator with data collection processes,
 - Complete the necessary reports and submit them to the state in a timely fashion,
 - Manage the calendar of programming,
 - Keep attendance and behavior records,
 - Encourage and record parent attendance,
 - Enforce program policies and safety protocols with students and families,
 - Solicit and schedule adult volunteers,
 - Supervise site coordinators and volunteers,
 - Communicate with building administrators and staff,
 - Maintain student records including health and emergency plans, and
 - Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

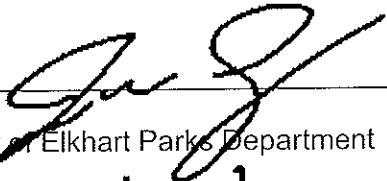
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2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

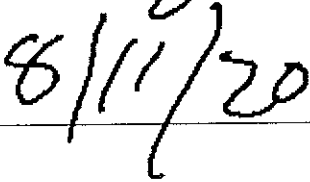
This MOU does not include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

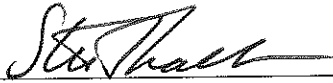
This MOU shall be effective upon the signature of authorized officials for City of Elkhart Parks and Recreation Department and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



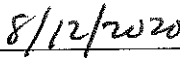
City of Elkhart Parks Department



Date



Superintendent of Schools Schools



Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

Premier Arts

This agreement is between Premier Arts and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Schools campus sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Create fun and safe environment
- Foster lifelong performing arts education, programming, and opportunities for the purpose of expressing diverse creative talents and interests.
- Instill civic pride, confidence, and character building for everyone engaged in its success
- Support Premier Arts through attendance, contribution, and volunteerism

II. BACKGROUND

Premier Arts is a lifelong performing arts education program based in Elkhart, Indiana. Its focus is on youth, family, and lifelong learning. Premier Arts instills civic pride, confidence, and character building and is a recognized regional leader in providing diverse, professional performing arts education. Premier Arts helps children learn subjects, such as reading, math or social studies through creative expression. Premier Arts would be pleased to continue working with the HCC initiative.

III. RESPONSIBILITIES OF PREMIER ARTS UNDER THIS MOU

- Offer the consortium programming for four hours per week for students in Kindergarten through middle school.
- Engage students in the physical art of music and dance, theatre, vocals, and fine art experiences at a contract cost of \$5000.00.
- Craig Gibson, the Executive Artistic Director, will serve on the Advisement Council for quarterly meetings, totaling \$800.00 in-kind contributions.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
 - Actively engage the community partners in the goals of the Center,
 - Plan and facilitate quarterly Advisement Council meetings,
 - Implement the educational program outlined in the approved application,
 - Monitor and comply with the program and budget,
 - Support the lead evaluator with data collection processes,
 - Complete the necessary reports and submit them to the state in a timely fashion,
 - Manage the calendar of programming,
 - Keep attendance and behavior records,
 - Encourage and record parent attendance,
 - Enforce program policies and safety protocols with students and families,
 - Solicit and schedule adult volunteers,
 - Supervise site coordinators and volunteers,
 - Communicate with building administrators and staff,
 - Maintain student records including health and emergency plans, and
 - Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

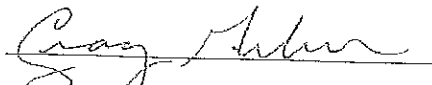
1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

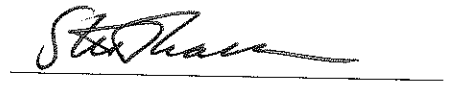
VI. FUNDING

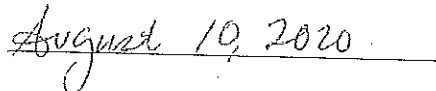
This MOU does include reimbursement of funds between the two parties as follows:

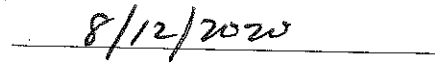
VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for Premier Arts and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022


Premier Arts


Superintendent of Schools Signature


Date


Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

Ethos Innovation Center

This agreement is between ETHOS Innovation Center Foundation and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to describe the engagement to be performed by ETHOS Innovation Center (ETHOS) in support of the 21 st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle Schools sites, known as Harmony Community Campus (HCC), whereby ETHOS will provide training and materials to support extracurricular enrichment STEM activities that are effective tools in increasing student engagement and inquiry and problem solving skill development...with a perceived outcome of making science fun and a desirable experience for both student and instructor..

II. BACKGROUND

ETHOS Innovation Center is a regional STEM Education organization which works in support of the Elkhart Community Schools to provide Science, Technology, Engineering and Mathematics education to all k-8 students. Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle Schools and ETHOS have developed a strong partnership, specifically in the delivery of science education for students and professional development for teachers in elevating their ability to engage students in a hands-on, inquiry-based and fun-filled learning experience with the goal of generating a "love" of science.

Teachers have had access to science kits fulfilled from ETHOS that provide engaging inquiry-based learning experiences in science. ETHOS has had a long standing relationship through ECS to ensure that these science kits are available for the teachers to incorporate into their classrooms throughout the year. Each of the kits focuses on teaching a wide variety of science standards to insure students leave our building with the scientific skills to be successful at the middle school. At the kindergarten level teachers have access to science activities through the Tools of the Mind curriculum. In addition to the science kits, ECS teachers at Roosevelt, Monger and Pierre Moran have access to the Science ToGo Bus. The Science ToGo Bus is an RV outfitted with science equipment and a trained facilitator to help students experience and fall in love with science. The science to go bus will visit the school between eight and ten times this year. Teachers get to choose which activities their students

participate in from the list below based on their PLC team's essential standards., Such Science kits topics such as, Tools of the Mind; Pebbles, Sand & Silt; Life Cycle of Butterflies; Rocks and Minerals; Electric Circuits and Floating and Sinking to name just a few of the kit topics that provide a variety of activities along with discussion and interaction aspects that totally engage student interest and help them think through scientific concepts, learn practical applications, and begin to apply the scientific methods.

III. RESPONSIBILITIES OF ELKHART ETHOS INNOVATION CENTER FOUNDATION UNDER THIS MOU

ETHOS Innovation Center will continue their support and engagement in providing STEM enrichment programming at Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle Schools on the HCC site, as a no cost, in-kind contribution to the success and sustainability of the program. Specifically, John Taylor, Director of STEM Education and Douglas Hunnings, Director of Primary STEM Curriculum Development at ETHOS will serve as advisors to the project and will actively participate in refining educational materials, facilitate teaching training and coordinate when appropriate and necessary with external partners and resources to support inquiry-based, problem solving STEM enrichment experiences. The monetary value of the in-kind contributions of Mr. Taylor and Hunnings based on an equivalency of their salaries approximates \$4,375 per year, based a similar composite of their time at ETHOS.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,

- Supervise site coordinators and volunteers, Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

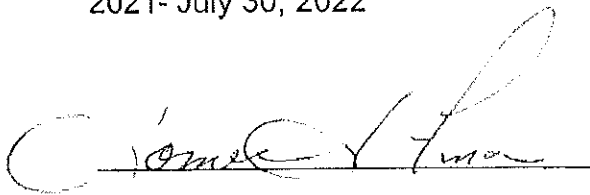
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2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU does include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for Elkhart Education Foundation and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



ETHOS Innovation Center
Signature



Superintendent of Schools



Date



Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

Elkhart Education Foundation (EEF)

This agreement is between Elkhart Education Foundation and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21 st Century Community Learning Centers Program operating at the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle Schools sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Provide extracurricular activities that are effective tools in increasing student engagement and healthy decision making.
- Provide funding through grants and scholarships that remove barriers to participation in athletics, the arts and academic clubs.
- Establish a sustainability plan for this grant application.
- Maintain programs developed through the 21st Century Grant initiatives; EEF will partner with
- Elkhart Community Schools to keep them running after the grant period concludes.

II. BACKGROUND

The Elkhart Education Foundation works closely with Elkhart Community Schools to provide extended enrichment activities to the students of Elkhart Community Schools, specifically targeting schools that have little to no after-school programming for logistical support and funding. EEF will remain involved in the vetting and evaluation of the extracurricular programming initiated by this grant application.

III. RESPONSIBILITIES OF ELKHART EDUCATION FOUNDATION UNDER THIS MOU

To provide more access points for parent engagement in the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle Schools on the HCC site, at no cost,

- Design and facilitate the re-imagining of currently unused space into a cafe' for students and a resource center for parents and cafe' at no cost
- EFF will provide a board representative to serve (in kind) in the amount of \$800.00 on the Advisement Council, providing oversight and additional opportunities for community engagement through our volunteer network.
- To serve (in kind) in the amount of \$800.00 on the Advisement Council at four meetings per year

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

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- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
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- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
- Keep attendance and behavior records,
- Encourage and record parent attendance,
- Enforce program policies and safety protocols with students and families,
- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

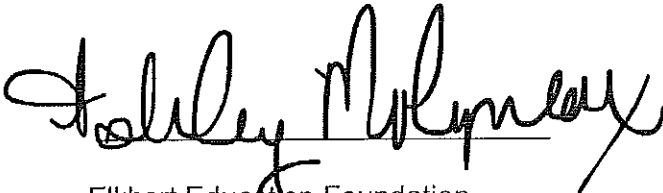
1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

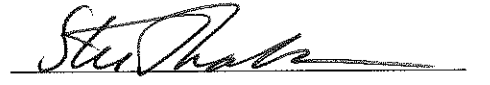
VI. FUNDING

This MOU does not include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for Elkhart Education Foundation and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022


Elkhart Education Foundation


Superintendent of Schools Signature

8/11/20
Date

8/12/2020
Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

South Bend Woodworks

This agreement is between South Bend Woodworks and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle School campus sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Provide positive after-school community support and extended student engagement opportunities in academics and the El Sistema music student performance.
- Offer a platform for expanding the El Sistema music-inspired program in the community

II. BACKGROUND

- South Bend Woodworks (SBWW) is a small business located in South Bend, IN that manufactures educational toys, memorabilia, and other wooden products. Since 2016, SBWW has partnered with researchers at the University of Notre Dame to develop a novel educational program called "Making Waves" that integrates elements of STEM and music education by having students construct custom musical instruments and then compose and perform original music using those instruments. Instrument kits, tools, and other learning materials produced under the Making Waves project by SBWW have been used successfully in afterschool programs under a prior 21st Century Community Learning Center grant in Elkhart at Roosevelt STEAM Academy, Mary Daly Elementary, and Pinewood Elementary, as well as in in-school and Saturday programs under a School Improvement Grant (SIG) at Pierre Moran Middle School. Assessments conducted by the Center for Research and Evaluation (CRE) of the Center of Science and Industry (COSI) of Columbus, OH indicate an improved mastery of

select STEM topics, as well as high levels of engagement and positive social interaction, across all of the student populations who have participated in the Making Waves program in Elkhart.

III. RESPONSIBILITIES OF SOUTH BEND WOODWORKS UNDER THIS MOU

- South Bend Woodworks will provide all instructional personnel and materials necessary to implement the Making Waves program including kits for musical instruments, tools and supplies necessary for building the instruments as well as the ancillary instructional materials.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
 - Actively engage the community partners in the goals of the Center,
 - Plan and facilitate quarterly Advisement Council meetings,
 - Implement the educational program outlined in the approved application,
 - Monitor and comply with the program and budget,
 - Support the lead evaluator with data collection processes,
 - Complete the necessary reports and submit them to the state in a timely fashion,
 - Manage the calendar of programming,
 - Keep attendance and behavior records,
 - Encourage and record parent attendance,
 - Enforce program policies and safety protocols with students and families,
 - Solicit and schedule adult volunteers,
 - Supervise site coordinators and volunteers,
 - Communicate with building administrators and staff,
 - Maintain student records including health and emergency plans, and
 - Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.

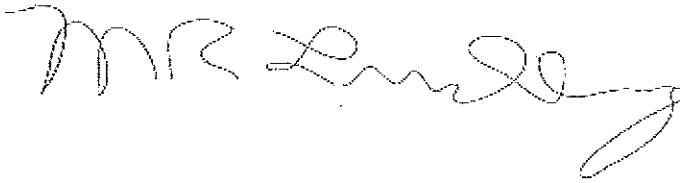
2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

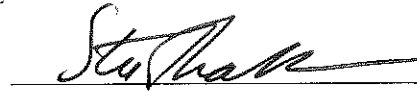
This MOU does include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for South Bend Woodworks and Elkhart Community Schools. It shall be effective from July 1, 2021 through June , 2020.



South Bend Woodworks Signature



Superintendent of Schools Signature

8-11-20

Date

8/12/2020

Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

University of Notre Dame

This agreement is between University of Notre Dame and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

This Statement of Work describes the activities to be performed by the University of Notre Dame in support of the 21st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran School site, known as Harmony Community Campus (HCC).

II. BACKGROUND

Making Waves is an innovative STEM+Music program that sharpens students' creative and analytical skills while building community. Using principles drawn from grade-level standards in engineering, math, and science, as well as best practices in music education, students design, build, and analyze custom musical instruments and then compose and perform original works using those instruments. The program was developed at the University of Notre Dame (ND) by Dr. Jay Brockman, Director of the ND Center for Civic Innovation, in collaboration with Grammy-winning artists Third Coast Percussion (TCP) and local businesses South Bend Woodworks (SBWW) and The Music Village (TMV) of South Bend. With the growing success of the program, in order to better support clients, Making Waves transitioned from being an outreach program hosted at ND to management by SBWW. The Elkhart Community Schools (ECS) has been a partner in the development of Making Waves from early on, serving as a pilot site for both in-school and afterschool programs for grades 3-8, and the insights and suggestions of Elkhart teachers, administrators, and students have contributed greatly to its success.

The partnership between ND and the Elkhart schools began in 2015 when students from Roosevelt STEAM Academy participated in a half-day event at ND called WAVES where they performed in concert with TCP on custom instruments while learning about the science of sound by viewing projected images of sound waves. TCP has since toured this program nationally, and more than 5,000 of people of all ages have enjoyed WAVES at venues ranging from the Metropolitan Museum of Art in New York City to the

Exploratorium in San Francisco, and at many schools, museums, and concert halls in between.

In 2017, Making Waves began a small afterschool program at Roosevelt STEAM Academy where students first made their own instruments from kits manufactured by South Bend Woodworks and composed and performed music using them. With grant funding including an initial 21st Century Community Learning Center grant in Elkhart, this expanded to a co-curricular program at several schools in South Bend and Elkhart, reaching over 400 students between 2018-19. Enrollments at these schools are 84% underrepresented minorities, with 93% of students on free and reduced lunch. With funding from a Department of Education School Improvement Grant (SIG), Making Waves taught a version of the program in spring 2019 to a combined class of 25 honors and special needs eighth grade students at Pierre Moran Middle School in Elkhart. In April 2019, the students from both the elementary and middle schools joined Third Coast Percussion in a concert for the Elkhart community performing the music created by the students. Preliminary assessments by the Center for Research and Evaluation (CRE) of the Center of Science and Industry (COSI) of Columbus, OH indicate an improved mastery of select STEM topics, as well as high levels of engagement and positive social interaction, across all of the student populations.

Plans for 2020 were to replicate the 2019 experience with 3 additional Elkhart elementary schools under the 21st Century Learning Center and SIG grants. These plans were curtailed due to the COVID-19 shutdown. However, on short notice, the development team produced a set of "Making Waves at Home" kits together with companion videos that were provided to 90 third grade students. Building on this effort, for summer 2020, Making Waves developed a fully online summer camp for 40 students in grades 3-5 for The People's Music School (TPMS) of Chicago. TPMS serves more than 900 students ages 5-18 across some of Chicago's most challenged and under-resourced neighborhoods, over 90% of whom are students of color. TPMS was founded upon the El Sistema music education philosophy in 1976, and since then has achieved 90% retention in its programs and boasts a 100% high school graduation rate for participants.

For the 2020-21 school year, Making Waves is fully prepared to deliver an effective online version of its program for students in grades 3-8 that builds on the prior successes with the Elkhart Community Schools and The People's Music School in spring and summer 2020 during the COVID-19 shutdown.

III. RESPONSIBILITIES OF NOTRE DAME UNDER THIS MOU

The University of Notre Dame will continue to support the implementation of Making Waves at Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle

Schools on the HCC site, as a no-cost, in-kind contribution to the success and sustainability of the program. Specifically, Dr. Jay Brockman will serve as an advisor to the project and will actively participate in the continued refinement of educational materials, provide teacher training, and coordinate with external partners including Third Coast Percussion, South Bend Woodworks, The Music Village of South Bend, and The People's Music School of Chicago. The monetary value of the in-kind contribution of Dr. Brockman's time is estimated to be approximately \$3,500 per year, based upon the time equivalent of his annual salary from the university.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
- Actively engage the community partners in the goals of the Center,
- Plan and facilitate quarterly Advisement Council meetings,
- Implement the educational program outlined in the approved application,
- Monitor and comply with the program and budget,
- Support the lead evaluator with data collection processes,
- Complete the necessary reports and submit them to the state in a timely fashion,
- Manage the calendar of programming,
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- Solicit and schedule adult volunteers,
- Supervise site coordinators and volunteers,
- Communicate with building administrators and staff,
- Maintain student records including health and emergency plans, and
- Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:

1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.

2. This MOU may be terminated by mutual agreement of the parties, and shall automatically terminate upon completion of all responsibilities as stated herein, unless otherwise amended.

VI. FUNDING

This MOU does not include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for University of Notre Dame and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



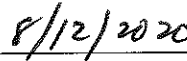
University of Notre Dame



Superintendent of Schools Signature

August 7, 2020

Date



Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

ULEAD

This agreement is between ULEAD and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21 st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Middle School sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

ULEAD will provide in-person and/or virtual student leadership evidence-based experiential learning sessions, life-application challenges, and small group coaching sessions weekly throughout the 2020-2021 school year. In addition, ULEAD will provide professional development for Elkhart Schools staff to assist the integration and application student learning in the classroom and school building cultures.

Program learning objectives include:

1. Discover personality temperament and grow competence for authentic expression.
2. Practice skills for self-leadership and for leading and being a positive influence for peers.
3. Develop habits of action that increase positive interactions, cooperative relationships, and trust.
4. Apply skills and principles learned to create a positive culture of thriving in among peers and teachers in the Elkhart Schools Community.

II. BACKGROUND

ULEAD is a nonprofit, youth development organization committed to the mission of equipping youth to discover their identity, grow their skills, and inspire others. ULEAD facilitates experiences that help youth and youth workers identify and address the social and emotional needs of youth. ULEAD's training experiences, both virtual and in-person, provide resources and tools to transform the lives of youth to become servant leaders who utilize their gifts and power for the benefit of others. ULEAD works with a variety of organizations including those that

assist low-income, underserved, at-risk, minority, and immigrant communities across the state of Indiana. Clients include schools, religious groups, beyond school hours associations, and numerous other youth serving organizations. Last year, we delivered training programs to 1098 youth (from junior high through college) and 1079 youth workers (adults that work with any age youth).

A program partner provider with the Indiana Department of Education, as well as Indiana Afterschool Network and Indiana Youth Institute, ULEAD is a Professional Development Training Organization whose programs for youth and youth workers are accredited and available for continuing education units for youth workers and educators across the state.

III. RESPONSIBILITIES OF ULEAD UNDER THIS MOU

ULEAD will facilitate a comprehensive year-long student leadership development Program that will meet once/twice per week based on four core foundations: Character, Competence, Community, and Culture.

- Character (Who am I and what is my purpose?)
- Competence (What skills do I have or need to be a leader?)
- Community (How do I relate with and lead my peers?)
- Culture (How do I become a positive agent of change?)

Each Foundation includes four focus areas designed to grow 21st Century, social and emotional, leadership, and resiliency skills. ULEAD's training process is deeply embedded in evidence-based experiential education where students work through active learning challenges as they apply principles to life, education, and work. Skills learned and practiced are designed to transform thinking, feeling, doing, and being as a person, a follower and leader.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
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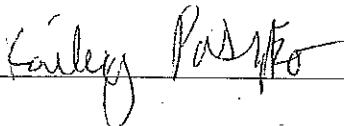
1. This agreement is contingent upon receipt of an approved amendment to the 21st Century Community Learning Centers Grant award, which includes an allotment to make payment from the grant.
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VI. FUNDING

This MOU does include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

This MOU shall be effective upon the signature of authorized officials for ULEAD and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



ULEAD Signature



Superintendent of Schools Signature

8-11-20

Date

8/12/2020

Date

MEMORANDUM OF UNDERSTANDING

Between Elkhart Community Schools and

Rhythm To You LLC

This agreement is between Rhythm To You LLC and Elkhart Community Schools hereinafter referred to as ECS.

I. PURPOSE & SCOPE

The purpose of this MOU is to identify the roles and responsibilities of each party as they relate to the 21st Century Community Learning Centers Program planned for the Roosevelt STEAM Academy, Monger Elementary and Pierre Moran Schools campus sites, known as Harmony Community Campus (HCC).

Specifically, both parties will collaborate to:

- Create fun and safe environment
- Foster lifelong performing arts education, programming, and opportunities for the purpose of expressing diverse creative talents and interests.
- Instill civic pride, confidence, and character building for everyone engaged in its success
- Support Rhythm To You LLC through attendance, contribution, and volunteerism
- This proposal represents an important investment in the vitality, development, improvement of the professional
- growth of the entire Elkhart Community Schools. Through these Organizational Programs, ECS team members
- can identify and acquire the techniques to become more effective, be inspired and resilient both in their personal and professional lives. While simultaneously impacting the lives of their students.
- Rhythm To You LLC looks forward to developing a long-term partnership with Elkhart Community Schools
- that will support the commitment to enhancing and impacting the entire Elkhart community.

II. BACKGROUND

Professional development for staff Rhythm and Resilience training programs will provide a practical framework of social-emotional gains, self-regulation tools and resilience building practices that dramatically helps individuals gain more poise

and clarity in the face of change and being overwhelmed. Improved composure facilitates clearer thinking and a stronger identity with organizational purpose and core values. An improved work culture builds upon and reinforces the strengths of employees, leading to increased innovation and productivity.

Student programming 'Instrument of Change' is an evidence based intervention aimed at reducing social isolation, increasing self-esteem and resilience. Through our group drumming protocol and experiential learning, participant's attention is drawn to connections between their experiences in the drum circle and their relationships to the wider context of their lives. We discuss topics such as: self-awareness, self-responsibility, values, team work, social-awareness, cooperation, healthy relationships, self-regulation, anger management, resilience and self-esteem.

III. RESPONSIBILITIES OF RHYTHM TO YOU UNDER THIS MOU

Rhythm To You LLC will provide a platform where creativity, hope, joy, human connection and resilience through interactive evidence based hand-drumming/rhythm experiential and social and emotional curriculum. Continuation of our 2019-2020 work, programming will foster resiliency and emotional intelligence for students and adults to create a more coherent, resilient and thriving educational community.

IV. RESPONSIBILITIES OF ELKHART COMMUNITY SCHOOLS UNDER THIS MOU

Elkhart Community Schools shall undertake the following activities:

- Ensure that all aspects of the programming will be carried out with fidelity according to the 21st Century Community Program 2021-2025
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- Enforce program policies and safety protocols with students and families,

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- Communicate with building administrators and staff,
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- Attend mandated program director's meetings and follow required professional development.

V. BOTH PARTIES MUTUALLY UNDERSTAND AND AGREE UPON THE FOLLOWING:


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VI. FUNDING

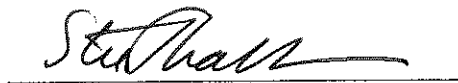
This MOU does include reimbursement of funds between the two parties.

VII. EFFECTIVE DATE AND SIGNATURE

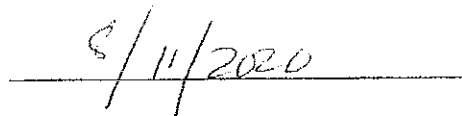
This MOU shall be effective upon the signature of authorized officials for Rhythm To You LLC and Elkhart Community Schools. It shall be in force from July 1, 2021- July 30, 2022



Rhythm To You LLC



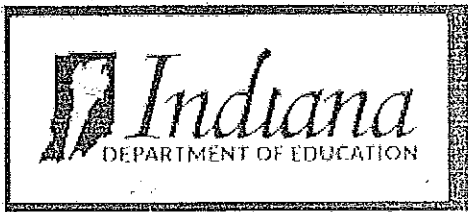
Superintendent of Schools Signature



Date



Date



SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

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

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

Elkhart Community Schools met with **Elkhart Christian Academy** on August 11, 2020 in consultation for participation in a 21st CCLC initiative in **Elkhart, IN.**

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

Yes, we wish to participate

No, we do not wish to participate

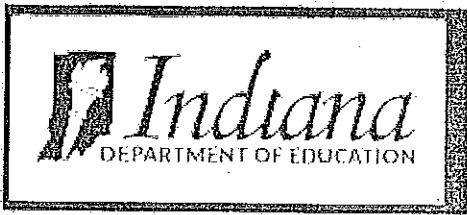
Yes, we wish to participate and request further consultation.

Sean Bevier
Non-Public School Representative

[Signature]
Signature

[Signature]
Applicant Representative

8-12-2020
Signature



SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

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

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

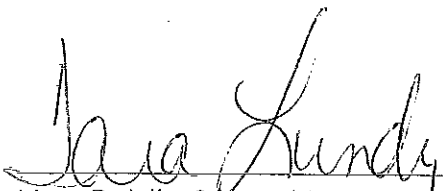
Elkhart Community Schools met with **St. Vincent DePaul School** on August 11, 2020 in consultation for participation in a 21st CCLC initiative in **Elkhart, IN.**

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

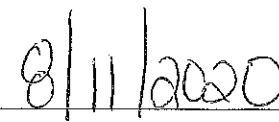
Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation



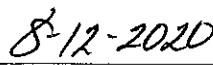
Non-Public School Representative



Signature



Applicant Representative



Signature



SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

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

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

Elkhart Community Schools met with **St. Thomas Catholic School** on August 11, 2020 in consultation for participation in a 21st CCLC initiative in **Elkhart, IN.**

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Christopher Adamo
Non-Public School Representative

Christopher P. Adamo
Signature

Tonda Hines
Applicant Representative

8-12-2020
Signature



21ST CCLC

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

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

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)



21ST CCLC

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

I. PROJECT ABSTRACT (2.5 points, 2 pages)

The HARMONY 21st Century Community Learning Center (HCCLC) is a consortium initiated by the fiscal agent, Elkhart Community Schools (ECS), in collaboration with social services, businesses, universities, government offices, and multiple community agencies. HARMONY stands for, “Helping Advance Reading and Math Opportunities for Neighboring Youth.” The project will target students of Pierre Moran Middle School (PMMS), Roosevelt STEAM Academy (RSA), and Monger Elementary School. All schools are School-wide Title I, additionally PMMS is listed as a Targeted Support and Improvement (TSI) school and RSA is listed as a Comprehensive Support and Improvement (CSI) school. The Consortium has been named “HARMONY” to promote the thematic priorities of the program. These include the STEAM curriculum initiated at RSA three years ago and outlined in a School Improvement Grant awarded to PMMS. Additional themes related to “Tending to Life on Earth” and attention to other international systems related to STEM will bring rich support for these students and their families to live a balanced, healthy, and harmonious lifestyle.

The three schools to be served by the revised HCCLC program all see extremely high rates of economically disadvantaged students. As is evidenced by information found on the IDOE’s INview website, all schools have an individual disadvantaged student rate of above 75%. The neighborhood served by the schools sees a high rate of rental and section 8 residences as well as a number of vacant properties. These factors lend themselves to a highly transient population equating to chronic absenteeism at RSA and PMMS which subsequently leads to substandard scoring on almost every subtest across multiple instruments. While Monger Elementary experiences better attendance rates and overall has higher scores on standardized

tests, student scores remain below state averages. Additionally, disciplinary/safety incidents raise another concern for students attending the schools served by the HCCLC program. RSA continues to have one of the highest suspension rates within the ECS school district. Despite challenges presented, the planning for the HCCLC is based on this working hypothesis on student needs: **Student academic progress, behavior, and character are positively correlated to strong community support, effective parent involvement, and engaging real-world learning opportunities.**

With these tenants established, activities have been proposed to align to the components of this hypothesis to maximize impact. The intended outcomes include improvement related to student achievement in reading, math and STEM literacy; student behavior; family involvement; student attendance; and staff proficiencies. Commitments have been secured to create a Community Advisement Council involving parents, students, district personnel, and key community members from a wide variety of community sectors. Contributions include professional development, guidance, volunteers, programming, space, resources, and means for sustainability. Federal programs including USDA, IDEA, Title I, II and III will continue to complement the efforts. Student programming will ultimately focus on attainment of the Indiana College and Career Readiness Standards through an integrated curriculum delivered through consultation with our STEAM advisors.

II. PROGRAM QUALIFICATION (5 points, 2 pages)

Minimum Criteria – All schools to be served via the HCCLC have a Free and Reduced Lunch (FRL) rate of over 70%, far exceeding the minimum 40% required. RSA is a CEP school; the school's poverty rate is 100%. This allows RSA to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. PMMS has an FRL rate of 77.5% and Monger Elementary sees a rate of 90%. PMMS and RSA have school grades of D and F respectively, PMMS has been designated a TSI school while RSA has been designated a CSI school. Further, the physical neighborhood served by these schools has a high rental rate and a significant number of section 8 housing vouchers. This makes for a highly transient population thus increasing the need for additional academic supports outside of regular school hours.

Origin of Partnership: The local school system, Elkhart Community Schools (ECS), is submitting this application based on significant positive outcomes from previous 21st CCLC programs at the feeder schools listed in this application, as well as a significant need for educational enrichment activities in the neighborhoods target by the HCCLC. The partnerships that ECS has formed with local entities, such as ETHOS Innovation Center and the University Notre Dame, have ensured a variety of STEAM based programming can be offered to a large subsection of students in the focus schools. The community partnerships allow ECS the opportunity to bring field experts into program space providing more in-depth programming than what may have been offered relying solely on the knowledge and talents of school building staff members.

Priority Area: HCCLC will focus on STEAM programming. A significant number of program partners are agencies inherently focused on STEAM programs and increasing youth knowledge

of STEAM concepts. ECS has made a priority that those working within the HCCLC program will have access to additional professional development opportunities in STEAM subjects in order that they are best able to provide the enrichment activities detailed in this application. STEAM based programming provided by Notre Dame in partnership with South Bend Woodworks simultaneously provides professional development for staff working side by side with Notre Dame while providing programming for students.

III. PRIORITY POINTS (5 points, 1 page)

Of the three feeder schools served by HCCLC, all have FRL rates well above the required minimum identified in the 21st CCLC application. RSA has been identified as a Comprehensive Support and Improvement (CSI) school. PMMS has a Federal Designation of “Additional Targeted Support” and a rating of “Does not meet expectations.” Similarly, RSA has a Federal Designation of “Comprehensive Support” and a rating of “Does Not Met Expectations.” Further, due to the economically disadvantaged neighborhood served by these schools, the three schools are all Schoolwide Title I programs.

The HCCLC program will take care to provide support of English Language Learners, who account for nearly 30% of the student body at the elementary schools represented, by hiring an ENL licensed teacher to serve students on a weekly basis and providing a culturally sensitive environment. The HCCLC program will also provide out-of-school time enrichment to students with disabilities as they make up more than 13% of the entire student body served by the grant. A licensed special education teacher will work students and staff to provide support for social and academic goals contained in the IEP during out of school settings.

IV. NEED FOR PROJECT (10 points, 7 pages)

Data Evidence: The schools included in the HCCLC proposal were chosen due to the high rate of economically disadvantaged students in each school, large transience of the population, historically low scores on standardized tests, and high rates of disciplinary measures. The schools targeted by this program will reverse a two year progressive decline in student performance in either ELA, math or both.

The students of RSA, Monger and PMMS are currently meeting state proficiency standards below the state averages on all subcategories. RSA proficiency is at a rate of 6.9 in ELA and 6.1% in math, Monger proficiency rates are 43.9 in ELA and 51.5 in math and PMMS proficiency rates are 33.8 in ELA and 24.5 in math. These scores show a significant need for additional academic supports.

The three schools all have individual disadvantaged student rates of above 75%, with Monger a staggering 90%. The neighborhood within the core attendance area see a rental rate as high as 45% with up to 14% of the homes vacant. There are 223 public housing units in the immediate surrounding area of Monger, RSA and PMMS. At this authoring, there are 371 active section 8 vouchers within the school boundaries and the school transient rates are around 40%. These high rental, voucher, and vacancy rates lend themselves to a highly transient population which equates to chronic absenteeism at RSA and PMMS of over 24%. While ethnicity does vary some between the schools, all see minority student populations of above 70%, with the majority of students at any given school being black or Latinx. The average percentage for all three schools is 75.5%. Further, nearly one third of the proposed elementary aged students are considered English Language Learners, while PMMS serves one fourth of its student population for English

language services. The average population of students with disabilities across the three identified schools is 13.9%.

With a combined total of 1,438 students in the three feeder schools, there were 465 suspensions during the last school year (2019-20). The majority of these suspensions occurred at PMMS and RSA, while Monger reported significantly fewer incidents. While it is clear that PMMS and RSA students are in need of additional support, the difference seen in the attendance and disciplinary rates at Monger demonstrates that significant academic enrichment during out of school time can provide the support necessary to turn the tide, promoting regular attendance and showing an increase in academic abilities.

Current Programming: Information provided in the chart below details non-21CCLC programming for youth in the targeted area during the 2019-20 school year. While there are programs offered for the targeted student population, as seen in the chart below, the programming is primarily focused in the areas of social skill and character development. Shortcomings of current programming exist in the unilaterally designed curriculum rather than providing intentional academic extensions to standards-based lessons from the school day. The purpose of many of these programs are more child-care based than scholastic reinforcement. Additionally, with one exception these programs are only offered a few days a week creating additional hurdles for working families to provide transportation following the activity and arrange for appropriate care when the programs are not in session.

Program	Grade levels	Time	Days	# of students
Kids Care (fee-based)	K-6	before/after school	M-F	10
Lifeline	3-8	after school	3 days a week	25

Robotics	4-6	1.5 hours after school	twice a week	13
Five Star	7 & 8	2:45-4:00 pm	W	47

Enhance or Expand: The HCCLC program will both expand and enhance current STEAM offerings to the students at the targeted schools. In spaces where STEAM programs are already being offered the HCCLC program will provide additional opportunities for students to engage in enrichment activities within the STEAM fields of study. For students who are not receiving targeted STEAM curricula, the HCCLC program will provide a space for them to learn about these fields. The chart below provides details on the number of students who may be served with the HCCLC program as well as information regarding the anticipated program schedule.

Target Group	Current Programs	Expansion/enhancement programs
Roosevelt STEAM Academy/Grades K - 6	After school day care and social programs, M-F, <40 students	Expand: STEAM extensions, >40 Students for at least 45 days, M-F.
Monger Elementary School/ Grades K - 6	Current after school opportunities are not 21CCLC funded, offer only targeted academic support and are not available on a large scale.	Expand: STEAM extensions, >40 Students for at least 45 days, M-Th. SEL programming will also be offered to HCCLC participants.
Pierre Moran STEAM Academy/ Grades 7&8	Small group counseling programs, M-F after school, <20 students for any of the days.	Expand: STEAM extensions, >20 students for at least 45 days, M-Th

Identified Needs: Parents of students in grades K-6 from Roosevelt STEAM Academy were surveyed April 2019 after the second year of program implementation. Parents reported the

following on their survey: 100% of parents rated the program good or excellent in safety, 94% of parents rated the program good or excellent in the atmosphere and comfort of the program space, 94% of parents rated the program good or excellent in the quality of programming offered, 93% of parents rated the program good or excellent in overall quality, with 79% rating the program quality as excellent, 94% of parents agreed or strongly agreed that their child enjoys attending the program, their child has a positive relationship with program staff, their child has a better attitude towards school since participating in the program and they are satisfied with the program offerings, 88% of parents agreed or strongly agreed that the program is helping their child get their homework done on time. Comments from parents included a recommendation to have the program for increased days each week that the students could attend, offering additional opportunities in the afterschool program and doing additional physical activity.

In May of 2016, as part of the STEAM curriculum during the school day, 135 RSA students traveled to Notre Dame to participate in a field trip organized by the WAVES program. WAVES focuses on connecting engineering (STEM) and music. Student were given a one-page survey before and after the field trip. The students' responses to the survey indicated that about 89% agreed/agreed a lot that they enjoy these subjects. For the question, "It is important for musicians to understand science", again 89% agreed/agreed a lot and 83% agreed/agreed a lot that "Things I learn in science can help me be a better musician." Both of these data events support the need for the continuance of the STEAM program concept after school. The students' motivation and interest in furthering the STEAM concepts at RSA has brought much hope and pride to the families in this neighborhood.

Additionally, in the spring of 2019, with funding from a Department of Education School Improvement Grant (SIG), Making Waves taught a version of the program to a combined class of 25 honors and special needs eighth grade students at Pierre Moran Middle School. Students from both RSA and PMMS joined Third Coast Percussion in a concert for the Elkhart community performing the music created by the students. Preliminary assessments by the Center for Research and Evaluation (CRE) of the Center of Science and Industry (COSI) of Columbus, OH indicate an improved mastery of select STEM topics, as well as high levels of engagement and positive social interaction, across all of the student populations.

During the original process of assembling an impressive team of community partners for the purpose of this project, the need became remarkably evident and the process straightforward. This was because each partner had been working in parallel toward the common goal of lifting up this segment of the city for many years. As each familiar partner was approached to bring their gifts to this table, the communication was renewed in terms of recognizing the needs and aligning the services. The excitement compounded as it became clearer that the idea was taking hold. One partner said, "I have been trying to get this going for years but it really needs to be the school leading the way. This is perfect." Another partner said, "I would love to be able to actually be located in the neighborhood that we are trying to serve." The willingness to serve on the Advisement Council was another clear indication of the commitment.

In addition to discussions with every contributor, individuals internal to the school organization assisted with the needs analysis and program planning. Participants included:

Dr. Steve Thalheimer, Superintendent; Dr. Brad Sheppard, Assistant Superintendent of Instructional and Learning; Beth Williams, Director of Federal Programs; Tonda Hines, CH 8 Program Manager; Tony England, Assistant Superintendent of Exceptional Learners; Pam Melcher, Director of

Food Services; Jon Chevalier, Director of Transportation; Tara White, Director of Literacy; Elizabeth Hausbach, Translator; Cindy Bonner, Principal of Pierre Moran Middle School; April Walker, Principal of Monger Elementary; Denise Wappes, Principal of Roosevelt STEAM Academy Elementary.

Due to the positive reports of the STEAM based programming at RSA, the desire of community partners to be housed within the community of service, and the collaborative efforts of all stakeholders, the need for the project speaks for itself over and over.

V. PARTNERSHIPS (5 points, 3 pages)

Project Collaboration: Fundamental to the collaboration process is the continued conversation with the partners through quarterly meetings of the Advisement Council. Executing the MOUs will provide extensive access to resources as well as a platform to develop sustainable plans to continue the quality programming after the conclusion of the grant. Community partners will contribute to the program by manor of providing program content, engaging in program delivery, and, in some cases, providing necessary program supplies. The scope of the partnership will drive determinations of the type of contribution of the partner be that in-kind support, staff development, or contracted services.

While ECS is the fiscal agent of the HCCLC project, other federally funding programs conducted by ECS will be leveraged to provide the best outcomes for the students. The Food Service Director for the district is prepared to connect with the USDA Children Nutrition Programs to obtain meals and snacks as appropriate for the HCCLC program. By and large this entails an afternoon snack for participants, however if and when necessary meals may be provided on programming days which fall outside of the normal school day schedule. The Director of Federal Programs has identified ways that existing Title services could align more tightly with extended day services as well as how the planned professional development under Title II will support the professional development of this grant. The Director of Transportation has assured the addition of a shuttle stop to bring the students of PMMS to the high school to catch the after-school bus there. The School Improvement Grant awarded to PMMS contained provisions for technology equipment, professional development, and STEAM coaching which

provided a strong foundation for extension. The district has already invested in devices and musical instruments for the students of RSA as well as extensive training in STEM curriculum.

Identifying Partners: Partners were identified based on proven excellence in service or product, existing agreements that can be extended, critical role of the partner in the community, proximity of the partner to the target community, and exceptional value. The partners' contributions meet the needs for student programming, professional development, parent support, and program administration.

Program partners including Rhythm to You, Star Marital Arts and ULEAD will conduct programming for students designed to encourage increased communication skills, self-awareness, and discipline. Notre Dame in partnership with South Bend Woodworks and Third Coast Percussion will provide coordinated increased STEAM opportunities. The Rhythm to You curriculum uses music and cultural themes found in art, dance, literature, etc. to teach students self-regulation, self-awareness and to better communicate with others by improving listening skills and encouraging respect for others. Through marital arts activities, Star Martial Arts instills life skills such as confidence, discipline and focus. The ability to communicate well paired with personal confidence and discipline will ultimately help student participants to do better academically as they transfer the skills they learn to everyday situations, including schoolwork. Similarly, ULead will provide team building training opportunities to students and youth workers involved in the HCCLC program. Through their innovative approaches to leaderships development, the ULead team will work with program participants to develop and strengthen each individual's skills to promote positive, effective communication. HCCLC staff members will leverage these trainings to address Trauma Informed Care. HCCLC participants,

specifically those at PMMS will benefit from the leadership training program supported by the ULead activities.

Additionally, Notre Dame and South Bend Woodworks will offer a program, “Making Waves” which integrates arts and more traditional subject matters. “Making Waves” coordinates the in-class STEM and music activities at RSA and PMMS with the afterschool STEM and music activities. The curriculum integrates concepts of music composition and performance with math and science standards at the third through eighth grade levels.

Volunteers: HCCLC will use volunteers on an as needed basis. All volunteers will be background checked in compliance with the policies and procedures put in place by ECS. Volunteers will be recruited from the feeder schools, parent groups, other community organizations, recognized program partners, and the community at large when relevant. All volunteers will receive two hours of professional development to include the program vision and goals as well as youth development training. The highest concentration of volunteers will be the community members taking part in the advisory council. These volunteers are vital to the cohesion of the program as it exists within the community at large.

VI. PROGRAM DESIGN (15 points, 10 pages)

Recruitment Criteria: The programming design for HCCLC aligns the purposes of the 21st Century Community Learning Centers, the priority of STEM development, the Indiana Academic Standards, the Indiana Afterschool Network Specialty Standards, the academic and social emotional needs of our students, the PRIDE workforce readiness rubric, and the passions and availability of our teaching staff with the pathways of our college and career high school campus. Students will be recruited from schools located in the geographical south-side area of the City of Elkhart. Schools serving this community include Roosevelt STEAM Academy (RSA), Monger Elementary School, and Pierre Moran Middle School (PMMS). These schools were specifically chosen due to the high percentage of economically disadvantaged students, low academic achievement scores, as well as the high transiency of the community at large. Youth will be recruited from the three schools listed using data of academic need, teacher recommendations, and considering support available to the student outside of school hours. Previous success in getting large numbers of students to attend the afterschool program has been credited to the direct involvement of the students' teachers in the delivery of the program. Following a series of meetings and work sessions with parents, students, community members, and teachers in the three targeted buildings, a number of "club" concepts were developed. Therefore, not only will we schedule programs with specialty collaborators as outlined in the previous section, but we will invite teachers to create learning modules which will be offered as quarterly "club" experiences. Each application for a club is required to articulating the standards that will be addressed, specific activities for each club session, and means to measure student success in alignment to the standards.

PRIDE Rubric: This behavior rubric is used on all report cards at ECS, will be used for this HCCLC, and is the basis for a workforce readiness certificate with businesses in the entire region.

	2 - Exceeds Expectations: Staff would say, "Student is a positive role model in this school."	1 – Meets Expectations: Staff would say, "Student demonstrates this in observable ways."	0 – Below Expectations: Staff would say, "Students could use support in this area."
P Persistence	Student consistently demonstrates persistence through challenges and problem solving.	Student often demonstrates persistence through challenges and problem solving	Student needs improvement in demonstrating persistence through challenges and problem solving.
R Respectfulness	Student consistently demonstrates both respectful and helpful behavior to fellow students and all school staff. Student seeks and accepts the opinions and input of others.	Student often demonstrates both respectful and helpful behavior to fellow students and all school staff. Student seeks and accepts the opinions and input of others.	Student seldom demonstrates both respectful and helpful behavior to fellow students and school staff. Student usually ignores the opinions and input of others.
I Initiative	Student initiates curiosity and an interest in learning. Student independently engages in learning activities. Student consistently perseveres, problem-solves, and actively seeks assistance when needed	Student demonstrates curiosity and an interest in learning. Student engages in learning activities. Student demonstrates perseverance; seeks assistance when needed.	Student seldom demonstrates curiosity and an interest in learning. Student seldom engages in learning activities. Student lacks initiative in seeking academic assistance.
D Dependability	Student consistently demonstrates academic readiness and reliability. Student acts as a leader or exemplary team member. Student consistently values and	Student often demonstrates academic readiness and reliability. Student is a strong team member. Student usually values	Student rarely demonstrates academic readiness and reliability. Student rarely participates in team activities. Student

	encourages all members of the team	and encourages all members of the team.	rarely values and encourages members of the team
E Efficiency	Student is consistently punctual and prepared. Student almost always completes homework and classroom assignments in a timely fashion. Student almost always demonstrates strong personal time management and flexibility skills.	Student is often punctual and prepared. Student often completes homework and classroom assignments in a timely fashion. Student often demonstrates strong personal time management and flexibility skills.	Student is rarely punctual and prepared. Student rarely completes homework and classroom assignments in a timely fashion. Student does not demonstrate efficiency skills.

Community Data: As previously noted, the community served by the three schools served by HCCLC has a high rate of rental properties (43.4%), vacant homes (14%), and a significant number of section 8 housing vouchers. According to US Census Data, over one quarter of housing units within the area served by the HCCLC program are over 80 years old, over 50% are at least 60 years old. Less than one percent of all available housing in the area is less than 10 years old. Of the adults in the community, 21.9% have less than a high school diploma. For the 78.1% of the adult population which has graduated from high school only 13.9% have attained a bachelor’s degree or higher. These numbers indicate that there is a lack of commitment to educational attainment. While the HCCLC does not focus directly on high school students, the graduation and dropout rates for the school district must be taken into consideration. While ECS sees a dropout rate of 5.3%, which is lower than the state average of 5.9%, the district also reports only 83.2% of students graduating on-time in their four-year cohort, compared with a state average of 86.4%. Similarly, minority students, English Language Learners, and students with disabilities are all statistically graduating at a rate lower than their peers state-wide. This

data demonstrates an increased need for expanded academic enrichment programming in the area targeted by HCCLC due to the large minority student populations at the aforementioned schools.

(https://data.census.gov/cedsci/table?q=46516%20housing%20data&g=8600000US46516&tid=ACSDP5Y2018.DP04&t=Housing&layer=VT_2018_860_00_PY_D1&cid=DP04_0001E&vintage=2018,https://data.census.gov/cedsci/table?q=46516%20housing%20data&g=8600000US46516&tid=ACSDP5Y2018.DP02&t=Housing&layer=VT_2018_860_00_PY_D1&cid=DP04_0001E&vintage=2018)

Parental Involvement: Parents of students participating in HCCLC programming will be invited to join the advisory council, take part in any workshops offered by the program, and will be invited to attend any programs or concerts given by students. As is appropriate, HCCLC will work with community agencies to support the needs of parents of participants. This will include the creation of a parenting group where community organizations will work in partnership to provide education and support for HCCLC participant parents. ECS has a previously existing relationship with Child and Parent Services (CAPS), an agency which provides parenting support, including the internationally renowned Triple P parenting program. These services will be utilized as appropriate in conjunction with the needs of ECS and the HCCLC community at large. Additionally, the Northern Indiana Hispanic Health Coalition (NIHHC) has worked with ECS for the past 3 years serving over 200 immigrant students and parents by providing acculturation programs such as *Bienvenidos*. This program focuses on acculturation for immigrants of Hispanic background making an emphasis on coping tools, assertive communication, dealing with anger and identification of needs and resources.

Snack and/or Meals: The ECS is proud to routinely maintain a healthy food service program that only serves meals and snacks approved by the USDA and the IDOE. On school days, students in

the identified schools will be provided an afternoon snack. All snacks and meals will be provided by ECS at no cost to the HCLCC program.

Weekly Schedule: The weekly schedule, as detailed below, outlines programs which will be implemented in the HCCLC program. Programs include a drumming program implemented in conjunction with Notre Dame’s DeBartolo Performing Arts Center and Third Coast Percussion of Chicago. This program was originally supported with a grant from the National Science Foundation. The project originally began in 2013 with students from area schools, including RSA, traveling to Notre Dame to learn STEM concepts behind sound waves and musical instruments. In 2017 the project took a turn and developed the after-school program at RSA, The Common Denominators, where 3rd and 4th grade students were able to build their own instruments and compose their own music. Through this program additional partnerships were created with Music Village of South Bend, which provided instruction on the composition portion and South Bend Woodworks to develop the kits for the instruments. The program expanded to PMMS in the spring of 2018 with additional support from a Notre Dame professor, an Indiana University – South Bend music student, and PMMS math teachers.

Beyond the Drumming Club, students will also be offered enrichment programs in the STEAM focused groups, support with teacher assigned homework, literacy enrichment activities, and social-emotional supports.

SAMPLE SCHEDULES:

Weekly Schedule: Pierre Moran Middle School

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2:40-3:10	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Homework club, one-on-one tutoring

3:10-5:10	STEAM, SEL and organized group games and recreation	STEAM, SEL and organized group games and recreation	STEAM, SEL and organized group games and recreation	STEAM, SEL and organized group games and recreation	n/a
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Weekly Schedule: Monger Elementary

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:30	Homework club, arts/crafts, organized games	Homework club, drumming	Homework club, arts/crafts, organized games	Homework club drumming	Homework club, arts/crafts, organized games
3:40-4:10	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring
4:10-5:30	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	n/a

Weekly Schedule: Roosevelt STEAM Academy

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30-8:30	Homework club, arts/crafts, organized games	Homework club, drumming	Homework club, arts/crafts, organized games	Homework club drumming	Homework club, arts/crafts, organized games
3:40-4:10	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring	Snack, homework club, one-on-one tutoring
4:10-5:30	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation	STEAM, SEL, literacy and organized group games and recreation

Alignment to Standards:

HARMONY Program Activities Aligned to IN After School and IN Academic Standards

Activity	Activity Description	Align to IN Afterschool Standards	Alignment to IN Academic Standards
Homework Club and one-on-one tutoring	A safe, supportive and productive time for students to receive assistance in completing their homework.	13a. Programs have scheduled times and quiet places for academic support and homework completion:	Teachers provide 21CCLC staff the standards and skills addressed every 3 weeks. Student homework is aligned to Indiana’s rigorous content standards and engages students in order to promote deeper learning and retention.
Arts & Crafts, Drama	Variety of activities that give youth a chance to embrace their artistic side	16b. There are regular opportunities for creative arts and dramatic play:	VA:Cr1.2 Make art or design with various materials and tools to explore personal interests, questions, and curiosity TH:Cr.1.1.3 Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a theatrical work.
Organized Group Games and Recreation	Activities that enhance students’ motivation to learn, pay attention and participate in tasks focused on being a part of a team as well as taking responsibility for their own learning or actions	12c. Children/youth can use a variety of outdoor equipment and games for both active and quiet play 16a. There are regular opportunities for active, physical play	PE:3 Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
LitART Learn	Thematic literacy curriculum (to include STEM) designed to engage learners and increase social, emotional, and academic success.	16d. There are regular opportunities for academic enrichment activities that promote basic skills and higher--level thinking. A structured time for homework help and/or	RL.2: Reading Literature Build comprehension and appreciation of literature by analyzing, inferring and drawing conclusions about literacy element, themes and central ideas RL.3.2.2 Recount

		academic assistance is a part of the daily schedule. Enrichment activities are aligned with themes and focus areas from the school day	folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
ULEAD	Student ambassador program for grades 7-8: a comprehensive year-long leadership development program based on four core foundations: character, Competence, Community, and Culture.	14d. Activities and the curriculum reflect best practices in the field of youth development and afterschool programs	IN Social-Emotional Competencies: <i>insight, regulation, connection, critical thinking and mindset</i>
STEAM Activities	<p>SeaPerch: 6-8 Curriculum provides students with the opportunity to learn about robotics, engineering, science, and mathematics (STEM) while building an underwater robotics as part of a science and engineering technology curriculum.</p> <p>Engineering is Elementary (EIE) K-8: Cross-disciplinary curriculum that integrates engineering with the science topics</p> <p>Notre Dame, South Bend Woodworks and Third Coast Percussion: students learn math as it relates to music and sound, design and build a variety instruments that will be used in a concert</p>	<p>13e. Programs help inspire and prepare children/youth for success in school, higher education, careers and life 14a. Activities and the curriculum are in line with the styles, abilities, and interests of the individuals in the program:</p>	<p>6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>6-8.DI.1 Demonstrate interdisciplinary applications of computational thinking and interact with content-specific models and simulations to support learning and research</p>

	with Third Coast Percussion		
Social Emotional Activities to include Drumming	Intentionally designed activities that help youth learn how to manage their emotions, set and achieve goals, overcome obstacles, and develop healthy relationships	14d. Activities and the curriculum reflect best practices in the field of youth development and afterschool programs	IN Social-Emotional Competencies: <i>insight, regulation, connection, critical thinking, mindset, sensory-motor integration and collaboration</i>

As is demonstrated in the chart, HCCLC participants will receive academic enrichment not only in the focus STEAM area but also in areas that promote overall growth in behaviors that support learning.

Staff recruitment and retention: Personnel necessary for the successful implementation of the HCCLC program will be recruited from within the ECS schools targeted by the grant. While this includes licensed educators, other employees such as paraprofessionals will also be recruited for employment in the program. An effort will be made to target individuals with knowledge of STEAM, literacy, and SEL standards to create a team knowledgeable in the subject matter at the focus of the HCCLC program. All HCCLC program staff will be paid a relevant wage in line with ECS adopted standards and policies. Program staff will also be offered relevant professional development (PD) opportunities in line with the PD plan presented later within this application as well as for the betterment of the HCCLC program and their professional growth as a whole. With these tenants of equitable pay, increased access to professional development opportunities, and the ability to teach children specific interest based curricula, it is believed that the retention rate among HCCLC staff will remain high.

Elkhart Community Schools
 HARMONY 21st Century Community Learning Center Application
 August 12, 2020

STAFF POSITION	TYPE OF SERVICE	RATE OF PAY
Program Director	Indirect	Elkhart Community Schools Employee
Program Manager – full time	Indirect and direct	52,000 salary per program year
Site Coordinator	Direct	4,000 stipend per program year
Club Leaders (certified teachers)	Direct	32.06/hr
Club Leader (non-cert. staff)	Direct	14.00/hr

VII. EVIDENCE OF PREVIOUS SUCCESS (7.5 points, 5 pages)

ECS has experienced success during previous 21st CCLC Cohorts. Programming followed the premise that every club has its own exciting feel to keep students engaged and excited to be there while still teaching Indiana Academic Standards. HCCLC previously existed only serving students from RSA and PMMS. The 21st CCLC program previously housed at Monger saw great success, as is evidenced by the significantly higher academic scoring reported on the inview.doe.in.gov website. This application looks to combine the programs under the HCCLC umbrella. Students at Monger greatly benefited from the afterschool enrichment activities provided in large part by teachers staying after school to provide small-group based interest clubs. Likewise, the previously named HCCLC program brought necessary additional supports to the students of RSA and PMMS.

The current Cohort 8 HCCLC program has shown mixed results through the first two years of the program, specific results regarding year 2 can be found on the Executive Summary at the end of this section. Year 3 was impacted by the COVID-19 pandemic however the RAP goal of 70 was exceeded with 118 participants meeting the 30 day attendance goal (required days of attendance was adjusted due to in-person school ending in mid-March). Available measurements for the first two years show a positive outcome for RAPs in 2nd – 8th grade in both math and ELA measurements related to assigned grades. K – 1st grade students did meet measurement goals in reading but fell short of the math goal by 5%. RAPs did not meet the performance measurements with regards to NWEA scores. The goal for the measurement was that 50% of RAPs would meet their projected growth both in ELA and math; 36% meet the goal for ELA while 40% achieved the goal for math. Similarly, only 69% of parents attended at least

one parent teacher conference which was short of the 75% goal. While overall the academic goals were only met 50% of the time, a positive of the program was that 96% of RAPs who participated in STEM programming reported that they learned to be a problem solver. This expression of confidence by participants demonstrates that the program is instilling positive attitudes towards academics.

EZ Report data for cohort 7 program at Monger Elementary shows that the proposed number of student RAPs had been met or exceeded throughout the program. Review of the final two years of the cohort shows RAPs of 86 and 106 compared with a proposed number of 80. The cohort 7 program at Monger also saw academic goals exceed in Math and Reading academic performance measures as well as all behavior measures. Overall, the program at Monger met or exceeded all program goals during the final two years of the program. Below are program successes at the Monger site during the 2016-2017 school year:

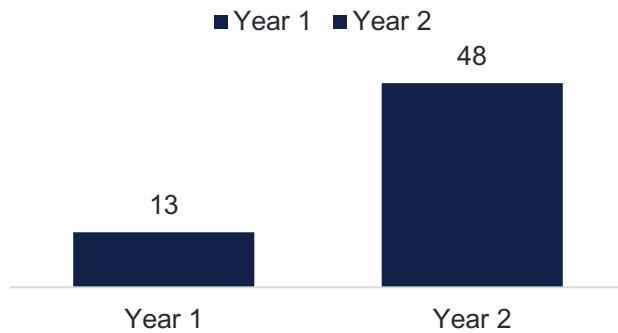
- The program exceeded its annual targets for every performance measure.
- There was a strong increase in the number of students that were reported as having moderate to significant improvements according to teacher ratings.
- NWEA Scores showed that the number of students meeting growth targets exceeded the goals set by the program.
- The percent of program participants passing the ISTEP+ in mathematics exceeded the overall passing rate for the state.
- The program continues to integrate new activities for students and to increase the number of parent/family involvement activities.

Staff members working with previous programs saw their own successes through their professional development as offered by the 21st CCLC grant. One of these was the “You Can’t Teach Me Until You Reach Me” training which took place over 3 sessions with 100% staff participation. During these sessions staff members learned to be more aware about

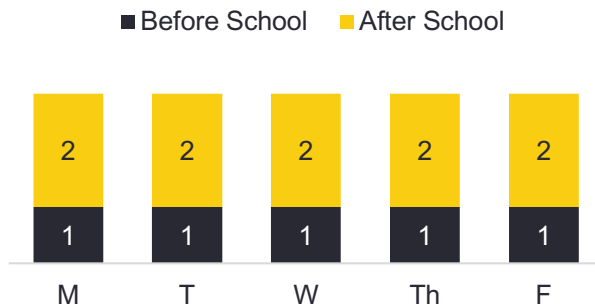
social/emotional learning and how it influences the overall culture of the school and greater community, learned more techniques that assist with self-regulations and resilience techniques to help combat stress, frustration, anxiety; and participated in dialogue in topics of defining healthy relationships, self-awareness, setting boundaries, managing emotions, healthy conflict resolution, community and responsibility. Notre Dame and Third Coast Percussion lead a STEM Curriculum training which also had a 100% staff participation. During this training staff members learned how to build a curriculum that integrated math concepts into music. Teachers and students learned how to build various musical instruments which were then used in a student performance with sounds of all the instruments coming together for a concert. Additionally, the HCCLC program completed the Indiana Quality Program Self-Assessment for the most recent program year. By aligning the HCCLC program to the Indiana Afterschool Standards and assessing the program through the IN-QPSA, the HCCLC program was awarded a “Quality Leader Badge” by the Indiana Afterschool Network. This badge signifies that the program staff has been dedicated to continuous program quality focusing on increasing best practices in programming, staff, safety and assessment.

Program Participation and Participant Characteristics

School-Year Attendance



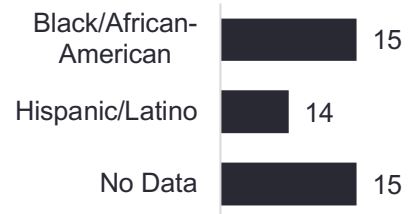
Program Hours Offered per Week 2018-2019 School Year



Total Attendance Days: **166**
(2018-2019 School Year)

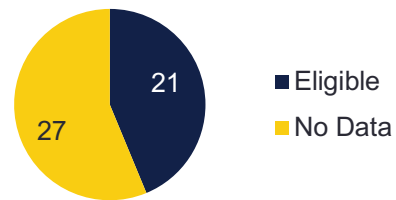
Race

Among 2018-2019 RAPs



Free and Reduced Lunch

Among 2018-2019 RAPs



Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: **45**
- Intermediate/Middle School: **3**
- High School: **0**

Opportunities for 2019-2020

Increase Number of Regularly Attending Participants: The program made strong progress this year in increasing the number of elementary school students that attended 60 days or more. There are still opportunities to increase the number of elementary school RAPs through focusing on students that were close to reaching 60 days. An additional focus on identifying opportunities for students in the upper grade levels to attend regularly is also needed. A total of 66 7th and 8th graders participated, but only one of these students participated for more than 30 days. The program has been successful at engaging students, but needs to continue to develop retention strategies.

Strengthen Connections with Classroom Teachers: The survey data collected from teachers, though incomplete, was not as strong as in the previous year. It would be beneficial to identify ways that the connections between the before and after school program and the classroom can be strengthened to ensure that benefits that students' experience through the program transfer into positive academic and social behaviors in the classroom.



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
73%	60%	RAPS in grades K-1 will receive a Spring grade of "proficient" or increase their grade from Fall to Spring in Reading
55%	60%	RAPS in grades K-1 will receive a Spring grade of "proficient" or increase their grade from Fall to Spring in Math
88%	60%	RAPS in grades 2-8 will receive a grade of "C" or higher in ELA by Spring
88%	60%	RAPS in grades 2-8 will receive a grade of "C" or higher in Math by Spring
36%	50%	RAPS will meet their projected Fall to Spring growth target in NWEA in ELA
40%	50%	RAPS will meet their projected Fall to Spring growth target in NWEA in Math

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
42%*	60%	Teachers completing the Teacher Survey will report that RAP students improved "getting along well with others" or that there was "no improvement needed".
96%	70%	RAPS participating in STEAM programming will report that they learned how to be a problem solver
81%	50%	RAPS will have 2 or fewer behavior referrals for the 2018-2019 SY

*Data was not provided for all RAPS

Family Engagement Outcomes

Outcome	Target	Performance Measure
N/A*	70%	Parents of RAPS will participate in educational activities at home
69%	75%	Parents or RAPS will attend at least 1 Parent/Teacher Conference in the 2018-2019 school year

*A survey was sent to parents, but too few were returned to provide valid data for this measure.

VIII. PROGRAM IMPLEMENTATION (15 points, 5 pages)

Evidence Based Programming: HCCLC will incorporate LEARN Literacy Curriculum for students in grades 1-6. LitART LEARN is an award winning thematic after school literacy curriculum designed to engage learners and increase social, emotional, and academic success. LEARN features high quality children’s books and engaging research based, hands-on literacy activities for grades 1-6 in reading, writing, drama, art and STEM all aligned with the Indiana Academic Standards. SeaPerch will provide STEM learning opportunities for grades 7-8. SeaPerch is an innovative underwater robotics program following a curriculum that teaches basic engineering and science concepts with a marine engineering theme.

Program Goals, Objectives and Performance Measures

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve Academic Achievement	<p>1.1) RAPs will demonstrate an increase in grade level proficiency reading/language arts</p> <p>1.2) RAPs will demonstrate an increase in critical thinking, inductive reasoning and complex problem solving</p>	1.1) Homework, tutoring, LitART Learn curriculum, engagement in contextual reading related to units of study	<p>1.1) 60% of RAPs will pass ILEARN ELA with an increase of 5% each year</p> <p>1.2) 60% of RAPs will pass ILEARN Math with an increase of 5% each year</p>	<p>1.1 & 1.2) Common collaborative assessment data related to essential standards and quarterly progress grades of RAPs for ELA and math on report cards</p> <p>2) Student surveys</p>

2) Improve STEM Interest and Achievement	2) Increase knowledge of STEM concepts	2) Engineering is Elementary, SeaPerch and Notre Dame/SB Woodworks	2) 80% of RAPs will improve STEM knowledge as measured by a pre/post assessment	measuring interest and knowledge at the completion of STEM activities and units of study
3) Improve Student Behavior	3.1) Increase the number of RAPs participating in the program who achieve PRIDE recognition	3.1) Through intentionally designed SEL club activities students learn and practice the behaviors associated with the PRIDE rubric, both in school and after school	3.1) 80% of RAPs will score at least 1.5 on the PRIDE rubric	3.1) PRIDE rubric rating of RAPs
	3.2) Reduce office referrals for RAPs	3.2) Participation in ULEAD to support character development	3.2) Office referrals for RAPs will decrease by 10% per year	3.2) Weekly behavior reports/celebrations and individual student conferences on behavior
	3.3) Reduce suspensions for RAPs	3.3) Team membership through organized games, physical challenges and team work	3.3) Suspensions for RAPs will be eliminated	3.3 Survey of classroom teacher to check for transfer of skills by RAPs
4) Improve quality of Program	4) Develop and implement a system for promoting quality improvement	4) Establish a quality program assessment team to collect and analyze data relevant to goals and outcomes and create a plan for improvement	4) IN-QPSA assessment	4) Surveys based on program goals and outcomes, reports on specific performance measures

IX. PROGRAM COMMUNICATION (5 points, 2 pages)

Communication Plan: Regular communication between HCCLC staff members and school leadership and teachers is paramount to the continued success of the program. As the program is housed in an ECS feeder school and as ECS is the fiscal agent of the grant, regular communication between all parties is understood and expected. Further, because ECS is fully responsible for the program delivery, access to necessary academic records will not encounter the difficulties sometimes found when a community-based organization is the grantee of record. HCCLC staff members will have access to student academic information as is allowed under FERPA. These records will be used to inform HCCLC program decisions. Likewise, HCCLC staff members will regularly communicate with teachers and school leadership any concerns regarding participant behavior and academic achievement. The congruence of the school day and after-school time lends itself to increased communication and support by all parties.

Families of participating students will receive progress information at least as frequently as every two weeks, more frequently if critical to student progress. This can be provided through ClassDoJo, free software already used ECS as well as phone calls and parent notes. Teachers will communicate regularly through grade level meetings and then with HCCLC staff regarding the needs of students in the program. The Advisement Council will receive updates on progress at each school.

Community Stakeholders will be notified of the program by way of print and electronic media publications. ECS will communicate program times, locations, and services to the community at large prior to the beginning of the grant cycle. Interested parties will have opportunity to contact ECS and HCCLC leadership regarding participation in the program.

Once enrolled, families of participants will receive regular updates regarding the HCCLC program. Updates will include program highlights, schedules, as well as any and all changes while must be made to previously published event schedules. Families will also be made aware of HCCLC events taking place outside of regular program hours, such as concerts, via these communications.

21st CCLC Terminology: ECS and HCCLC will take care to provide adequate and appropriate use of the 21st CCLC logo and terminology in all published material. This includes communication with participant families, program advertisements, and print communication with community partners. HCCLC has included in its name the “CCLC” referring to the 21st Century Community Learning Center

X. PROFESSIONAL DEVELOPMENT (10 points, 5 pages)

The template included in the last three pages of this section outlines the known professional development activities for the HCCLC program. As is detailed in the narrative following the template, should additional professional development be required, requested, or deemed necessary ECS and HCCLC will ensure that program staff receive appropriate trainings at an appropriate time.

Assessment: Staff professional development needs will be assessed using annual staff evaluations, surveys, and input from staff members in conjunction with the ECS district's comprehensive needs assessment. Development needs will be addressed in a priority manner. Needs with are paramount to safety will take priority. These may include, but are not limited to, First Aid and CPR, Youth Mental Health First Aid and Trauma Informed Care. Following the safety priority are needs required for proper program implementation of STEAM concepts. Other requested or desired development requests will be considered as they relate to the HCCLC program and betterment of student success at large.

Staff Plans: Referencing the ECS district comprehensive needs assessment, all HCCLC staff members will be provided professional development at a level required for their position within the program. To this end the program director and site coordinators will receive different types and levels of trainings than program assistants. Those charged with compliance will attend required IDOE conferences, while front line staff members will be afforded the opportunity to participate in content-based development opportunities.

Enhancing Quality: Professional Development activities enhance HCCLC programming by providing necessary training and information to all program staff members. Without a solid

understanding of STEAM concepts, developmentally appropriate curriculum, and out-of-school time standards, HCCLC staff members will not be able to successfully implement the program as desired. By promoting continued learning opportunities HCCLC staff members understand their value to the program and are more likely to remain with the program through the cohort. Staff development also provides an opportunity for self-care and personal enrichment, two areas where youth workers often struggle leading to burn-out and turnover across a variety of youth servicing fields.



IDOE 21st CCLC Program Professional Development Plan

Program Name	HARMONY
Program Director	Beth A. Williams

Professional Development Planning Process Reflection

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

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



IDOE 21st CCLC Program Professional Development Plan

Program Name	HARMONY
Program Director	Beth A. Williams; Program Manager – Tonda Hines
Dates of Implementation	July 1, 2021 – June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	<u>CYC Competency Alignment</u> (if applicable)
Staff Annual Meeting	Program Director and Manager	Orientation, program vision and goals, routines and practices, staff positions and responsibilities, basic first aid training, staff youth relationships, curriculum expectations	Ensure the quality of the program in all areas transpires as designed	Program Manager (1) Site Coordinator (3) Front Line Staff (18)	3	\$1,800	21CCLC	August 2021	
IN-QPSA Standard 27: Program Quality Improvement	IAN Webinars	Developing and implementing a system that promotes excellence and continuous quality improvement	An action plan that defines program goals and objectives, data collection and on-going progress monitoring to ensure improvement and excellence.	Program Director (1) Program Manager (1) Site Coordinator (3)	6	0		August 2021	
IN-QPSA Human Relationships: Standard 5	Nicole Williams: "You Can't Teach"	Staff learn how to set appropriate limits, use positive behavior	A youth development approach is important to high quality after school	Program Director (1)	4	4,000	21CCLC	September 2021	



IDOE 21st CCLC Program Professional Development Plan

	Me Until You Reach Me™	management methods and encourage youth to resolve their own conflicts	programs: Understanding the importance of building human relationships and engaging positively with youth to help them meet the challenges of growing up requires intentional, organized and engaging activities.	Program Manager (1) Site Coordinator (3) Front Line Staff (18)					
Trauma Informed Care	Door Opener Academy: Skye Berger	Understand who experiences trauma and why, and how it impacts student learning	By understanding trauma, staff can help reduce its negative impact, support critical learning, and assist in creating a more positive school environment.	Program Director (1) Program Manager (1) Site Coordinator (3) Front Line Staff (18)	6	0	Title II and Title IV will cover the cost	September thru October 2021	
Leadership Development	ULEAD	Team building to support leadership development while strengthening individual skills	Developed habits of action that increase cooperation and trust that facilitate a positive culture of thriving in an out of school setting	Program Director (1) Program Manager (1) Site Coordinator (3) Front Line Staff (18)	4	2,500	21CCLC	Ongoing throughout program year	
STEM Training	Notre Dame, SB Woodworks	Learn STEM concepts and curriculum	Improved capacity of staff to offer STEM programming	Site Coordinator (3) Front Line Staff (18)	Embedded in program delivery throughout the year	1,000	21CCLC	Ongoing throughout program year	

Professional Development Plan Cost:

Total Estimated Cost	\$9,300	% of Total Budget	3%
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XI. EVALUATION (10 points, 5 pages)

Evaluation Plan: In conjunction with ECS and local evaluation services provided by IYI, HCCLC intends to collect necessary data in order to provide a full picture of the impact the program is having on students at identified schools. At current ECS uses the NWEA assessment to assist in monitoring student progress. This assessment, administered three times per academic year, gives data on student reading and math ability and progress toward individual goals. Data from NWEA assessments will be collected by the evaluator as it is available from ECS, following all FERPA requirements. Likewise, student grade information will be gathered at the end of the first and second academic semesters. Finally, a teacher survey will be conducted at least once per academic year to gauge the non-academic learning behaviors of HCCLC participants. All academic and teacher survey data will be compiled by the local evaluator and submitted to Cayen, or the data management system used by IDOE for 21st CCLC programs, as is appropriate. Data will be correlated and disseminated following the schedule and requirements of IDOE for the 21st CCLC program.

Attendance will be tracked daily by direct service staff members at each HCCLC program site. This information will be submitted to the site coordinator and/or program director for entry into the Cayen system, or system of choice by IDOE. This information will be used to assess number of regularly attending participants (RAPs) as well as help inform HCCLC leadership as to how well the program is moving toward achievement of goals.

Use of academic records paired with data showing consistency of attendance, will inform program leadership and drive any necessary changes to program design and implementation. For

example, if upon evaluation there is evidence that HCCLC participants have improved in math but have remained stagnant in literacy abilities then additional literacy supportive activities will be added to the regular schedule.

Local Evaluator: Evaluation being key to improving a program so that students may have the most successful outcomes, HCCLC will contract with Indiana Youth Institute (IYI) to provide independent evaluation of the success of the program. IYI has a long running record of successfully partnering with a wide variety of youth focused agency across the state. According to the IYI website (<https://www.iyi.org/consulting/>), IYI assists organizations to gather meaningful information from data analysis so that the organizational effectiveness may be continually improved. Additionally, a needs assessment can be used to determine an “organization’s strengths and key areas for improvement.” IYI can assist, as necessary, in developing action plans to building on strengths, fill gaps, and address challenges. Such support is key in providing effective, on-going academic enrichment programming for youth.

The IYI evaluator will provide to IDOE all required evaluation reports for the 21st CCLC program. These will include any and all annual reports detailing evidence of program quality, attendance trends, progress toward performance measures, as well as any other specified data. These reports will be submitted to IDOE and ECS on time as requested.

Strategies of Measurement: The measures outlined above have been selected to capture not only the academic improvements experienced by participants but also the behavioral benefits the program provides, including social-emotional effect. Regularly attending participants (RAPs) are those who have attended at least 45 program days throughout the year. Measurement tools will

primarily focus on RAPs to best show correlation between attendance and positive outcomes. To this end attendance data and measurement become increasingly important, both in school but also in the HCCLC program. For students to receive the most out of their education they must be present during instruction time. Regular attendance during the school day provides needed academic engagement and support, as well as providing access to social-emotional support; balanced, regular meals; health screenings; and supportive adults. Attendance during the school day is what allows a participant to attend the HCCLC program outside of school hours. It is believed, and supported by previous program successes, that regular attendance provides the building blocks for improved academics and social behaviors.

Academic measurements in ELA and Math were chosen to encourage growth toward each participant's personal goal and not a preset blanket standard which may not be attainable for all. Measurements focus on academic standards that are measured more than once a year thus giving HCCLC program management opportunity to make adjustments to best serve the participants and aid in the attainment of the stated goals. Finally, the assessment data is aligned to the curriculum students are receiving during the day and can be shared with both daytime teachers and HCCLC staff members. This alignment allows HCCLC staff members to create their own mini assessments to track growth of students based on the academic support they receive and to develop standards-aligned practice materials for students.

XII. SAFETY AND TRANSPORTATION (5 points, 3 pages)

Transportation to and From: Students will attend the program site at their school thus eliminating the need for vehicular transportation from school to a program site. HCCLC plans to have a schedule of students for after school programming so as to know which students to expect; attendance will be taken as students move from their last class to the after school program and as students are released at the conclusion of the program. Following HCCLC program activities transportation home varies by site. For PMMS participants, a shuttle bus will be provided. Students at RSA live within walking boundaries. Students at Monger will be provided transportation after the conclusion of HCCLC program by the ECS transportation department. If there is reason for parent pick up, students will be signed out by a parent or an authorized appointee using the school day protocol. Any study trips will be conducted using district protocol including permission forms and transportation safety practices already in place for our school children.

Needs of Working Families: The HCCLC program supports working families as it provides an option for immediate after school programming in a safe supportive environment for parents/guardians who work outside the home. The issue of transportation from the afterschool program to the home has been removed for HCCLC participants, giving more impetus for parents to enroll their child in the program. Additionally, the HCCLC program will provide desired academics supports that may not be otherwise available, especially for those parents/guardians who work. Access to high quality academic enrichment, paired with transportation support, offers support that working families are otherwise unable to provide for their children.

On-site Safety: All ECS buildings are equipped with secure entries, including video surveillance and buzz in systems. Additionally, the Raptor Visit Management Software has been implemented, this allows school personnel to quickly check IDs against criminal databases for each visitor. During HCCLC program a roster of enrolled and expected participants will be available each day so staff members may check attendance at the beginning of the program ensuring participants arrived from their classroom. Attendance will also be taken at the end of the day before the program dismisses. Should any off-site activity occur procedures are in place, mirroring those of the school day, to ensure all students have appropriate paperwork to attend the trip and are accounted for before, during, and after the event.

Hiring Practices: It is anticipated that most HCCLC personnel will be employees of the ECS school corporation and therefore will already meet the licensing and safety requirements of the school system. Those HCCLC employees who are not ECS employees will be required to meet the same training standards. In addition, since all HCCLC facilities are public schools, they already meet all safety requirements for Indiana Department of Education State accreditation and the Indiana Afterschool Network. All of the components of the facility will be available with planning, including access to classrooms, cafeteria, gym, computers, instruments, and other equipment as needed by the HCCLC program.

Background checks: As previously noted all HCCLC staff will be ECS employees, thus background checks will have been completed as they are required for employment by ECS. Should there arise a need for additional staff members they will apply through ECS and will therefore be ECS employees, meeting all requirements for background checks and credentialing. While program volunteers are not regularly used in the HCCLC program, should a time arise

where volunteers are needed the Raptor system will be used to quickly check and verify the suitability of the volunteer as it pertains to criminal background checks. In the event that additional volunteer checks be necessary the process and procedures used for ECS school volunteers will be followed. All information regarding background checks for employees, visitors and volunteers will be kept confidential and filed appropriately by the HCCLC Program Director.

XIII. BUDGET

The budget is included as an attachment and therefore no narrative is included in this section.

XIV. PROGRAM STABILITY (2.5 points, 2 pages)

Leveraging the knowledge and connectedness of the Advisement Council representing program partners and community agencies, the HCCLC program has positioned itself to continue in the absence of 21st CCLC funds. The Elkhart Education Foundation (EEF) is positioned to award grants for high-quality after school program proposals at the conclusion of this grant. Boys & Girls Clubs of Elkhart County has expanded before and after school programming through its KidsCare program for children attending the schools listed in this grant, however the program is held at a different ECS elementary school. KidsCare may be interested in picking up parts of the program should 21st CCLC funding not be available or after the grant term has expired. KidsCare is a fee-based program, however with other supports there may be opportunity to offer services at a reduced rate with support from ECS and other community partners. Further leveraging community relationships developed through the HCCLC program, it is anticipated that a core volunteer group would be created and would be able to continue to offer programmatic supports albeit at a smaller level should 21st CCLC funding not be available.

Through proof of concept, we expect to re-prioritize the internal financial capacity in four years to maintain the most valuable pieces as routine general fund expenses. Because the fiscal agent is a school system, successful programming leads to increased enrollment which in turn provides additional ADM funding, currently at the rate of \$6,512 per student. If we attract additional students back to the district because in part of the attractiveness of this program, we will be able to fund the expense outlined in the grant out of the additional state funding.

A goal for the first year of the HCCLC Cohort 10 program would be to further formalize community partnerships and relationships. This would lead to an increase in capacity of the HCCLC program as well as better use the time and talents of program partners and possible

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volunteers. Ultimately the formalization of these partnerships will benefit the youth and families of the program and the community at large.



21ST CCLC

APPLICATION CHECKLIST

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