



21ST CCLC

| | |
|--|---|
| NAME OF LEA OR ORGANIZATION | LOGANSPORT COMMUNITY SCHOOL CORPORATION |
| ADDRESS | 2829 GEORGE STREET, LOGANSPORT, IN 46947 |
| COUNTY | CASS |
| NAME OF CONTACT PERSON | VENETIA FAULKENBERG |
| TITLE | C6GA ASSISTANT PRINCIPAL |
| PHONE NUMBER | 574.753.3797 |
| EMAIL | FAULKENBERGV@LCSC.K12.IN.US |
| NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | MRS. MICHELE STARKEY |
| EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR | STARKEYM@LCSC.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 |
| COLUMBIA SIXTH GRADE ACADEMY 0715 | 70% | *F AND FEDERAL TSI SCHOOL | 20 | 6 |
| COLUMBIA ELEMENTARY | 81% | C | 10 | 4-5 |
| FAIRVIEW ELEMENTARY | 63% | C | 10 | 4-5 |
| FRANKLIN ELEMENTARY | 65% | D | 10 | 4-5 |



21ST CCLC

| | | | | |
|------------------------------|------------|----------|-----------|------------|
| LANDIS ELEMENTARY | 57% | C | 10 | 4-5 |
|------------------------------|------------|----------|-----------|------------|

***Note: On IDOE Accountability Website and our school memo from IDOE, C6GA is rated as an F. On the IDOE Inview Website they have designated C6GA as a D. We are unsure as to why there is a discrepancy.**

| NAME OF SITE | STREET ADDRESS | CITY/COUNTY |
|---|---|------------------------|
| COLUMBIA SIXTH GRADE ACADEMY | 1300 NORTH 3RD STREET | LOGANSFORT/CASS |
| CASS COUNTY FAMILY YMCA | 905 E BROADWAY | LOGANSFORT/CASS |

| | |
|---|--|
| <u>TOTAL GRADE LEVEL(S) TO BE SERVED</u> | 3 |
| <u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA | SOCIAL AND EMOTIONAL LEARNING |
| <u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS | AFTER SCHOOL MONDAY-FRIDAY 3:00-5:30 INTERSESSION FALL AND SPRING DAILY 9:00-3:00 MONDAY-FRIDAY |
| <u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP | NO |

21st Century Community Learning Centers Program Sub-grant Application ASSURANCES

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

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

- The community was given notice of the applicant's intent to submit; and After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant.
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for 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.
- 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.

Logansport Community School Corporation

Applicant Name (LEA or Organization)

Michele Starkey
 Authorized Signature

8-17-2020
 Date

MEMORANDUM OF UNDERSTANDING

Logansport Community School Corp. and Youth Services Alliance

The **Logansport Community School Corporation**, hereinafter referred to as **LCSC**, and **Youth Services Alliance**, hereinafter referred to as **YSA**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by LCSC from the Indiana Department of Education.

LCSC and **YSA** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **LCSC** and **YSA** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Columbia Middle School (C6GA) and Cass County Family Y.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

LCSC agrees to the following:

1. **LCSC**, as the grantee fiscal agent, agrees to reimburse **YSA** for the agreed services in a timely manner upon submission of claims.
2. Work collaboratively with **YSA** to identify high-priority student participants and to meet needs of youth served in the program.
3. Develop common confidentiality guidelines to share information between **LCSC** and **YSA** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Maintain coordination of other agencies and service providers with **YSA**.
5. Provide professional development opportunities to **YSA** staff.
6. **YSA** staff shall be included in the **LCSC** Liability policy while conducting programs on behalf of the 21stCLC grant guidelines and policies. **LCSC** will not be liable for any **YSA** staff outside of this program

Youth Services Alliance will:

1. YSA will employ the Program Director for the 21stCCLC grant as agreed upon and stated in the grant proposal. The duties will be as such:

Program Director: Monitor program implementation and budget
Develop attendance policy and help with calendar of activities.
Supervise site coordinators, admin staff, volunteers and other staff
Program orientation for all staff
Attend mandated Program Directors meetings and professional development

2. Provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.

3. Designate a YSA employee to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee) for each designated site.

4. YSA has the right to employ the personnel necessary to successfully coordinate and administer YSA programs and activities as approved by the Advisory Committee.

5. YSA will provide professional development for staff as directed by Advisory Committee and agreed by both parties.

TERMS:

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

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

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

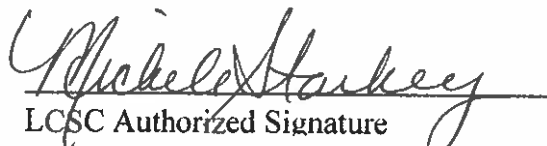
BACKGROUND CHECKS

YSA shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to **LCSC** that no employee of the contractor working with youth and parents of **YSA** has been convicted of a violent or serious felony as defined by statute. **YSA** shall not permit any employee to have any such contact with a student of **LCSC** until such certification has been received by **LCSC**. **YSA** shall supply **LCSC** with a list of names of those employees who are cleared to work with youth and parents of the district. **LCSC** may also conduct criminal background checks on **YSA** employees working to support its Out-of-School Time Programs.

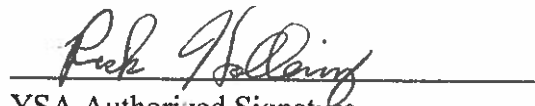
WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS



LCSC Authorized Signature
Michele Starkey
Superintendent



YSA Authorized Signature
Rick Hollering
Executive Director

8-7-2020 Date

8/7/2020 Date

MEMORANDUM OF UNDERSTANDING

Logansport Community School Corp. and Cass County Family Y

The **Logansport Community School Corporation**, hereinafter referred to as **LCSC**, and **Cass County Family Y**, hereinafter referred to as **CCFY**, enter into this Memorandum of Understanding (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by LCSC from the Indiana Department of Education.

LCSC and **CCFY** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **LCSC** and **CCFY** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Columbia Middle School (C6GA) and Cass County Family Y.

PURPOSE

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

DESCRIPTION OF PROGRAM SERVICES

LCSC agrees to the following:

1. **LCSC**, as the grantee fiscal agent, agrees to reimburse **YMCA** for the agreed services in a timely manner upon submission of claims.
2. Work collaboratively with **CCFY** to identify high-priority student participants and to meet needs of youth served in the program.
3. Develop common confidentiality guidelines to share information between **LCSC** and **CCFY** to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
4. Maintain coordination of other agencies and service providers with **CCFY**.
5. Provide transportation of youth to program and home following the 21st CCLC Out-of-School Time Program. This includes providing **CCFY** with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
6. Provide professional development opportunities to **CCFY** staff.

Cass County Family Y will:

1. Provide Site Director (Coordinator) and to support their collaborative work with school administrators and LCSC partner agencies.
2. Provide academic enrichment, healthy lifestyles and character development program and activities that emphasize positive youth development, academic success, life skills, and pro-social behaviors.
3. Designate a **CCFY** employee to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee) for each designated site.
4. Provide adequate space for services. This will include the gymnasium, classroom space and storage space at **CCFY**. Space provided will also include access to needed facilities, office equipment, telephones, and supplies.
5. **CCFY** has the right to employ the personnel necessary to successfully coordinate and administer YMCA programs and activities as approved by the Advisory Committee

TERMS:

The term of this Memorandum of Understanding shall commence no earlier than **July 1, 2021** and continue through July 31, 2025. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this Agreement and supersedes any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

TERMINATION CLAUSE

This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

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

CCFY agrees to indemnify, defend and hold harmless **LCSC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including

attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the active negligence of CCFY. It is understood that such indemnity shall survive the

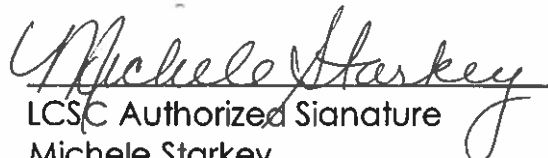
BACKGROUND CHECKS

CCFY shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to LCSC that no employee of the contractor working with youth and parents of CCFY has been convicted of a violent or serious felony as defined by statute. CCFY shall not permit any employee to have any such contact with a student of LCSC until such certification has been received by LCSC. CCFY shall supply LCSC with a list of names of those employees who are cleared to work with youth and parents of the district. LCSC may also conduct criminal background checks on CCFY employees working to support its Out-of-School Time Programs.


WRITTEN NOTICE

Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

APPROVALS



LCSC Authorized Signature
Michele Starkey
Superintendent



CCFY Authorized Signature
Derreck Parkevich
Executive Director

8-7-2020 Date

8/6/20 Date



21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

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

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

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

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

Non-Public School Representative

Signature

Applicant Representative

Signature



1. PROJECT ABSTRACT

In 2016, with funding from the 21st Century Learning Center grant, the Logansport Community School Corporation brought together two community youth organizations, Cass County YMCA and Youth Service Alliances (YSA) to create an after-school opportunity for children in grade 5 and those transitioning to grade 6 who lived in a challenging home environment, were on the verge of being suspended or expelled, were a part of a special education program, needed to improve academic achievement, were in the English Language Learner Program or serviced as a student of trauma. This program continued a long tradition of a smaller twelve-week course created by Youth Services Alliance (YSA) called R.O.P.E.S. The R.O.P.E.S program won the Prentice Hall National Academic Award and two Governor's awards. Some of the program focus skills are goal setting, communication, teamwork, conflict resolution, and self-awareness and most importantly, experiential learning with games and activities which conclude with processing after every day of programming. YSA also incorporates an evidence-based program such as Botvin's LifeSkills Training. This program was funded for 12 years, primarily through a block grant called Afternoon's ROCK in Indiana but ended in 2012. In 2016, we picked the program back up and expanded it using the CCLC Cohort 8 grant.

Receiving the 21st Century Community Learning Centers Program Grant in 2016 funded the additional components of STEAM, Yoga, Soccer, and Playworks, and allowed us to continue our SEL program known as our R.O.P.E.S. Adventure Activities. It furnished compensation for eight facilitators to conduct these components. Two members of our staff are bi-lingual staff members who help with our diverse language learners. The 21st Century grant also allowed us to expand to a year-long five-day program, with intercession offerings in October and March and daily transportation to and from school. Additionally, the grant allowed us to create a new community partnership with the YMCA. Students attended two days at C6GA for STEAM, Yoga, and Playworks and two days at the YMCA for R.O.P.E.S. On Friday at C6GA, we hosted the high school varsity soccer coach and team to provide soccer instruction and play. Students who were not interested in physical activity were able to participate in team board and virtual games with a C6GA teacher. Our social worker, grant director and data administrator were funded as well as the grant evaluator, Dr. Mindy Hightower King, Limelight Analytics.

We are applying for the 2020 Cohort 10 grant in order to continue our current successful programming, expand offerings and the grade levels we serve. There is nothing else within the district after school hours that is a daily offering for students at this age beyond athletics at the 6th grade level.

This grant will afford us the opportunity to add an additional grade, fourth. We will ask the students and parents to sign a three-year commitment for grades 4-6 when registering for the program. Beginning the new program with 4th grade allows us to facilitate an early and impactful relationship between staff, students and families. Eventually, the students will be in a 5-6 intermediate building, but for now, the 5th graders will be at the highest level of the elementary school. Having two years of relationship building prior to entering 6th grade at C6GA, will enable staff to be a support system when the students begin to tackle more challenging intellectual



21ST CCLC

concepts, deal with puberty, peer pressure and the age of social media. Because the majority of the facilitators are staff members at the C6AG building, students are able to have a familiar face and a stable support system as they venture into this middle level grade. The social worker who is a facilitator in the program is also the social worker at C6GA. The staff will remain the same as in our Cohort 8 grant for continuity and stability. By including 4th grade into our program, students will have developed a trusting rapport with a consistent adult role model.

We want to expand our SEL offerings with a new Youth Service Alliance's program called *W.A.I.T. What am I thinking?* This program offers real life scenarios and activities around the life skills of problem solving, listening, questioning, negotiating, resolving conflicts, critical thinking, making positive choices, communication, collaboration, bias, unity diversity, and substance abuse. This SEL framework will be used during our circle time both at the beginning and closing of each day's session. The terminology and practice will be modeled and used throughout the program. The *W.A.I.T. What am I thinking?* tokens will be used for our weekly, monthly and 9 weeks raffle system for prizes. Our parent engagement component will be built upon this framework as well. During the 2019-20 school year we conducted family resource nights that facilitated the teaching of these skills and offered limited language acquisition for our non-English speaking parents. Due to its success, it will be incorporated into the Cohort 10 grant. Each nine weeks, parents will attend a family gathering night to experience the program through their child's eyes. The students will be the facilitators of the night. They will fix the meal, serve the food provided by our community patrons, present what they have accomplished in the program and teach both English and Spanish words that are useful to their everyday life. We will be asking for a bi-lingual parent volunteer to serve on our program advisory board and strengthen our relationship with the parents.



2. PROGRAM QUALIFICATION

Minimum Criteria: Logansport Community School Corporation (LCSC) elementary schools are made up of a 2400+ student population that averages 67% free and reduced lunch status, 37% English Language Learners, and 13% Special Education. We have four Pre-K through 5th grade buildings and a 6th grade academy. As you can see in the table below, Columbia Sixth Grade Academy was an F and Franklin Elementary a D school according to the IDOE. The Sixth Grade Academy also has a federal rating and is a Targeted Support and Improvement School.

| SCHOOLS | FRL | STATE LETTER GRADE | GRADES SERVED |
|-----------------------------------|-----|---------------------------|---------------|
| COLUMBIA SIXTH GRADE ACADEMY 0715 | 70% | F (FEDERAL TSI SCHOOL) | 6 |
| COLUMBIA ELEMENTARY 0713 | 81% | C | PK-5 |
| FAIRVIEW ELEMENTARY 0709 | 63% | C | PK-5 |
| FRANKLIN ELEMENTARY 0705 | 65% | D | PK-5 |
| LANDIS ELEMENTARY 0711 | 57% | C | PK-5 |

Origin of Partnership: Youth Services Alliance has had an ongoing partnership with LCSC since 2000 in some capacity with after school programming funded through YSA grants. Since the YMCA is the only other youth service entity, it was to everyone’s advantage to collaborate and expand programming through the funding of a 21st Century grant. In the past, the Cass County YMCA has mostly focused on adult fitness and youth sports. The new director was interested in creating a new youth vision for the children of Logansport.

Priority Area: As you will see throughout this grant, we will demonstrate a connection to our priority area of **Social and Emotional Learning**. Even though there are other areas that we address such as STEAM, College and Career Readiness and Literacy, SEL will be interwoven into everything we do. We will be using the R.O.P.E.S. Adventure Activities and *W.A.I.T. What am I thinking?* Framework and Curriculum.



3. PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

We actually qualify under two priority area bullet points: The first is to be identified as a Rural and Low Income Applicant:

The Indiana Department of Education considers us a Rural school system. We are the recipients of the Rural and Low Income Schools (RLIS) grant.

| | |
|-------------------------------|------------------------------------|
| Federal Program Title: | Rural and Low-Income Schools Grant |
| Federal Agency: | U.S. Department of Education |
| Pass Through Agency: | Indiana Department of Education |
| CFDA Number: | 84.358B |
| Award Number: | S358B200014 |

The second is to be identified as a Comprehensive Support and Improvement School:

Columbia Sixth Grade Academy is identified as a Comprehensive Support and Improvement School. Sixth Grade Academy is a Targeted Support and Improvement School through the Federal Government.



4. NEED FOR PROJECT

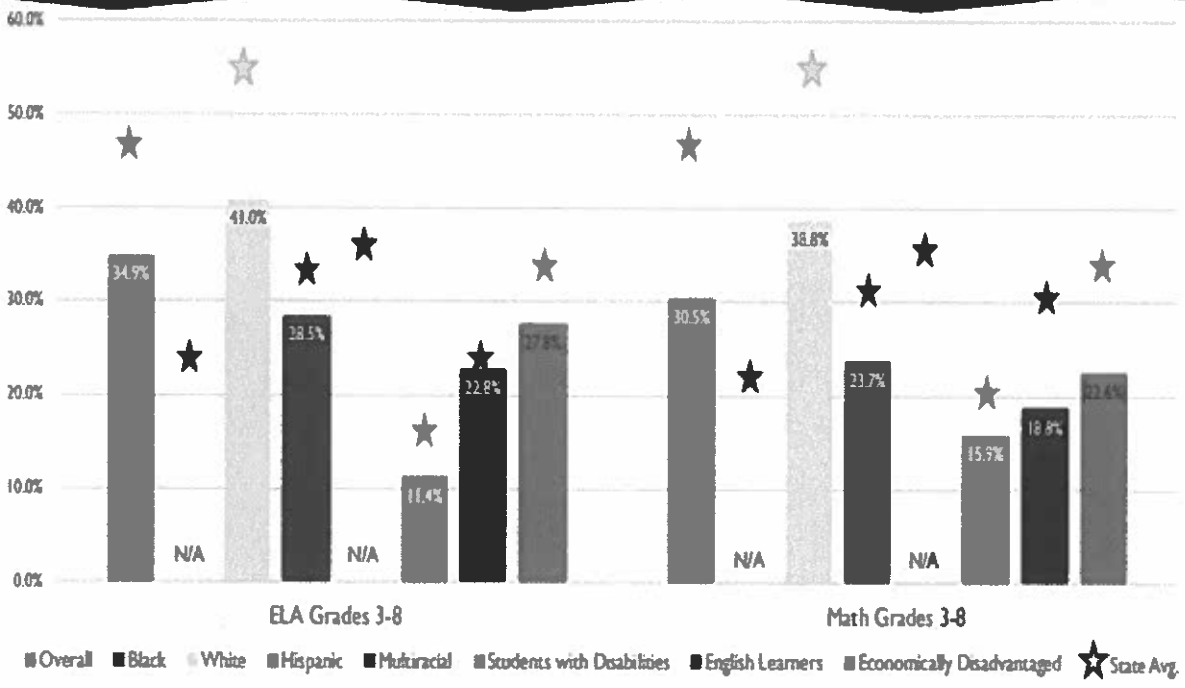
Data Evidence:

Student Achievement Data Chart

| School Name | ILEARN ELA Percent Passing | ILEARN Math Percent Passing | WIDA Access Test Percent Growing Levels of Proficiency |
|-------------------------------------|-----------------------------------|------------------------------------|---|
| Columbia Elementary | 24.3% | 36.8% | 35.4% |
| Fairview Elementary | 37.9% | 39.3% | 32.1% |
| Franklin Elementary | 26.1% | 32.1% | 40.7% |
| Landis Elementary | 38.6% | 43.3% | 35.2% |
| Columbia Sixth Grade Academy | 34.9% | 30.5% | 12.5% |

Note: By the time students enter C6GA, we are finding that 2/3rds of the population are at least one grade level or more below in reading based on NWEA data. This trend has existed for three or more years.

Student Success Indicators: ILEARN Proficiency



Demographic Data

The teachers and staff of the Logansport Community School Corporation (LCSC) elementary schools made up of a 2400+ student population that averages 67% free and reduced, 37% English Language Learners, 45.8 % Hispanic and 13% Special Education, strive to meet the needs of ALL attending students. This rural/urban school corporation’s main employers outside the Logansport School Corporation and the Logansport Memorial Hospital are Tyson Foods, Indiana Packers and Myers Spring. These places of employment have been a draw for Hispanic, Haitian, and Burmese immigrants. This major family relocation has forced an assimilation into a mostly Italian/German river town and that task can be very daunting. The already established city population is suffering from lower levels of education with an average annual median household income of \$33,000 a year. Comparably, the U.S. average income is \$53,500. Many Logansport families share housing so they can afford the rent. Eleven percent of the LCSC student population has a designation of being homeless. The employment shift jobs cause family members to alternate hours so that the children in the home can be supervised. When there is no multigenerational family support, often times children are left alone caring for each other. Childcare is a luxury many cannot afford, instead their meager incomes are spent on basic needs.



**Student Behavioral Data
Attendance**

| School Name | *IDOE "Model" Attendance State Average 65.3% | LCSC 2019-20 Data |
|---------------------------------|--|----------------------|
| Columbia Elementary | 59.3% | 95% |
| Fairview Elementary | 65.3% | 95% |
| Franklin Elementary | 71.1% | 96% |
| Landis Elementary | 73.6% | 96% |
| Columbia Sixth Grade Academy | 68.8% | 96% |

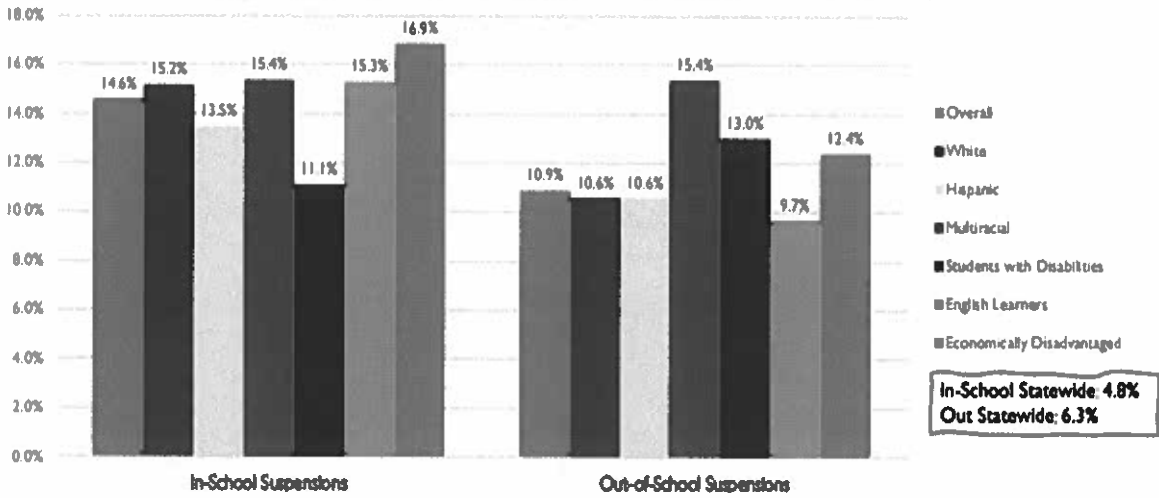
*Note: Student attendance measures whether students are considered "model attendees". A "model attendee" is a student who is in attendance for at least 96% of his or her enrolled days during the school year (persistent attendee); or a student who has improved his or her attendance by at least three percentage points from the prior to current school year (improving attendee). Student attendance also considers the percentage of students who are not chronically absent, or missing more than 10% of enrolled days during the school year. Only students who spend most of the school year enrolled in the school are included when reporting the attendance of students. (Data source: 2018-2019 school year)



Student Success Indicators: Behavior/ Disciplinary Practices

Suspensions

(identifies percentage of students receiving each type of disciplinary action at the school)



In the Spring of 2020, LCSC decided to become a PBIS district. The district will have training and create school-wide behavior expectations and plans to reduce absenteeism, negative behaviors, and suspensions and expulsions. The R.O.P.E.S. after-school program will assist in teaching these positive replacement behavior expectations and encourage students to attend school through building relationships with the students, building academic skills, highlighting students’ gifts and building confidence.

Current Programming

Since the 2016 school year, our students have had the opportunity to attend the R.O.P.E.S. After School Program provided by the CCLC grant cohort 8 to assist with this situation. With grant from Cohort 8, we have been able to identify those families most in need and offer a program specifically for students in the 5th through 6th grade age group that are living through a huge social, emotional and physical growth curve. This tumultuous time requires students to have the confidence to experiment with behavior, appearance and their role in the school and family. If the family is unable to be there while they are going through this stage, we will be there to help guide the students through their “betweener” or transition years by providing daily after-school activities that teach life skills while having fun.

Enhance or Expand

Currently, we have no Big Brothers, Big Sisters program, no Girl’s or Boy’s Clubs and the YMCA only provided athletic opportunities prior to the Cohort 8 grant. Students “hang out” at



the Cass County Library for the purpose of using the internet. They also gather in many of our local parks. These gathering “hot spots” are not ideal as there is no adult supervision and the local police are called upon often. Upon receiving the Cohort 8 grant, we began to address the needs of having after school programming which at that time was almost non-existent. We had momentum going as each year progressed serving more students, retaining those students and seeing changes in family dynamics. It was unfortunate that Covid 19 occurred as we could not retain our community partnerships and therefore lost our ability to build the success of our program. Thus, through this new Cohort 10 grant, we will need to re-establish those partnerships in order to create a sustainable program.

Identified Need

After sending out surveys and meeting with local school corporation students, staff, administration and representatives from community organizations to discuss how LCSC might collaborate to help our marginalized student population, the group identified ten goals:

- 1.) Involve more students in educational co-curricular activities.
- 2.) Make each student feel like a part of the community.
- 3.) Develop a continuum of learning that is yearlong.
- 4.) Include community members and organizations.
- 5.) Help community organizations work together around a common goal.
- 6.) Teach 21st Century Skills through serving others.
- 7.) Build unity with students, families, staff and the community.
- 8.) Complete real life projects that benefit the students and families of the community.
- 9.) Provide a support system for students that will help them achieve academic, attendance and behavior goals.
- 10.) Provide a parent education and mentor system that provides regular wrap around services.



PARTNERSHIPS

1. The Logansport Community School Corporation, the Cass County Family Y and Youth Services Alliance will collaborate to implement the 21st Century Community Learning Center Program in Logansport. Youth Services Alliance has been doing Substance Abuse Prevention with the schools for over 20 years which has been focused on life skills and social emotional learning. YSA has won numerous awards for their afterschool programming called R.O.P.E.S. (Recognizing Opportunities for Potential Excellence and Success) which included a National Academic Award. YSA was serving over 16 school corporations in nine counties until the "Afternoon's ROCK grant ended in 2012. They continued with prevention programs without afterschool programming until 2016 when a LCSC administrator approached Rick Hollering, YSA founder, on partnering with them on a 21stCCLC grant. Logansport Community Schools received the grant for Cohort 8 and has been rebuilding the afterschool program over the last three years. The CCLC program has been gaining a lot of momentum in the community until things came to a halt with Covid19 closing schools. This was devastating to our community as many partnerships were being formed. These include the Art Council, Purdue Extension, robotics club, high school soccer club, yoga / mindfulness trainers, and more. The R.O.P.E.S. program has always used evidence-based substance abuse curriculum as one of its components. YSA was able to train teachers in Botvin's LifeSkills Training. This curriculum has an A+ rating and addresses many risk factors that lead to poor performance. This adds to our overall programming and increases the impact with our target audience. The YMCA will be providing their facility for a program site and their staff to provide recreational activities and coaching for sports, swimming, and exercise programs. The YMCA and LCSC both receive federal funds from the United States Dept. of Agriculture's Child Nutrition Program for before and after school program snacks. The Title I and Title III grants fund elementary school programs for pre-school education, after-school tutoring and EL mentoring programs. We also receive funds from McKinney-Vento to assist with students who are homeless. Homework Help, backpacks and supplies are provided through the grant.

2. It was discussed that Logansport Community School Corporation that the CCLC program much needed to continue. The need is more than ever and with the unfortunate events in 2020, it would be a shame for the program to end without the opportunity to see how successful it can really be. The need for students to have a place to gather, collaborate and learn in a positive environment with mentors was prioritized by the schools and community. YSA and the YMCA are both dedicated to helping youth thrive in the school system as support partners.

3.. Derreck Parkevich dedicated his Youth Coordinator and support staff members to the project which includes volunteers. These volunteers come from various relationships with the YMCA, including local business. They bring a wide range of expertise and projects to the table to stimulate and expose the youth to a diverse community. The Y has a mentor/volunteer screening process in place to find qualified staffing for the program



PROGRAM DESIGN

1. **Recruitment Criteria:** The program and grant director will meet with all LCSC Elementary Administrators and Counselors to explain the R.O.P.E.S. After School Program, the CCLC grant and the criteria for student enrollment in the program. Each administrator and counselor from the four PK-5 elementary schools will be given 40 total 4th and 5th grade slots. The sixth grade will be given 20 slots as all the students are in the Sixth Grade Academy. We will share the criteria for educationally advantaged youth and have each school prioritize their students and have additional students on a waiting list. Once identified, phone calls will be made to the family to see if they understand the commitment and want their child to participate. If they want them to be a part of the program, a registration letter will be sent home with the child. Participating schools are: Columbia Elementary, Fairview Elementary, Franklin Elementary, Landis Elementary and Columbia Sixth Grade Academy.

2. **Community Data:** This rural/urban school corporation’s main employers outside the Logansport School Corporation and the Logansport Memorial Hospital are Tyson Foods, Indiana Packers and Myers Spring. These places of employment have been a draw for Hispanic, Haitian, and Burmese immigrants. This major family relocation has forced an assimilation into a mostly Italian/German river town and that task can be very daunting. The already established city population is suffering from lower levels of education with an average annual median household income of \$35,603 a year. Comparably, the U.S. average income is \$53,500. Many Logansport families share housing so they can afford the rent. Eleven percent of the LCSC student population has a designation of being homeless. The employment shift jobs cause family members to alternate hours so that the children in the home can be supervised. When there is no multigenerational family support, often times children are left alone caring for each other. Childcare is a luxury many cannot afford, instead their meager incomes are spent on basic needs.

| | | | |
|---------------------------|------------|----------|------|
| POPULATION | | 18,169 | |
| POVERTY RATE | | 18.3% | |
| MEDIAN AGE | | 35.4 | |
| MEDIAN HOUSEHOLD INCOME | | \$35,603 | |
| NUMBER OF EMPLOYEES | | 7,744 | |
| MEDIAN PROPERTY VALUE | | \$65,400 | |
| HIGH SCHOOL GRADUATES | | 75.8% | |
| COLLEGE GRADUATES | | 11.3% | |
| INDIVIDUALS BELOW POVERTY | | 19.8% | |
| FOREIGN BORN RESIDENTS | | 16% | |
| | Logansport | Indiana | U.S. |
| SPEAK ENGLISH | 74% | 92% | 79% |
| SPEAK SPANISH | 23% | 5% | 13% |



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3. **Parental Involvement:** During the Parent Orientation meeting at the start of the school year, parents will be briefed on the goals of the program, the importance of their role in supporting their child, implementing some of the W.A.I.T. What am I Thinking? strategies at home, volunteering on the 21st CCLC advisory committee, and attending all four parent events throughout the school year. If parents attend all four events, there will be a special Family Event planned at the end of the program. They will also be introduced to the R.O.P.E.S. Facebook page where they will find family resource materials, posts about the program, pictures of their child participating in some of the fun activities, and a way to connect with other parents from the R.O.P.E.S. program and the LCSC parent community.

4. **Snack and/or Meal:** Meals and/or snacks for the after-school and breaks program have been approved by the US Department of Agriculture (USDA). The following guidelines provide snacks during educational programming and will be utilized at C6GA and YMCA. The site coordinator will notify Kelly Lease, LCSC Food Service Director for Logansport Schools with the dates and number of participating students 2 weeks prior to the starting date. The site coordinator will be responsible for setting up the snacks and complete the daily paperwork to claim the snack. Derreck Parkevich, YMCA Director will establish the same procedures at that site. They receive separate funding from the USDA. The YMCA will cover the intercession break enrichment camp on non-school days by providing a daily nutritious breakfast, lunch and a snack during the eight-hour program.

5. Weekly Schedule:

| Hours and Weeks of 21 ST CCLC Program Operation for Students and Families | | | | |
|---|---------------------------|--------------------------|-----------------|------------------------|
| School Year – Hours | | | | |
| | Week day Before school | Week day After school | Weekend Days | Evening |
| Hours with Students | 0 | 2.5 | 0 | 0 |
| Hours with Family members | 0 | 0 | 0 | 3 hours per quarter |
| Number of days per week | 0 | 5 | 0 | 0 |
| Number of weeks | 0 | 35 | 0 | 0 |
| Total Program Hours | 0 | 437.5 | 0 | 12 hrs. |
| Intercession– Hours | | | | |
| | Weekday | Weekend Days | Evening | |
| Hours with Students | 6 | 0 | 0 | |
| Hours with Family members | 0 | 0 | | |



21ST CCLC

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|-------------------------|----|---|---|
| Number of days per week | 5 | 0 | 0 |
| Number of weeks | 2 | 0 | 0 |
| Total Program Hours | 60 | 0 | 0 |

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| <p>Site, School Name and Grade Levels to be served</p> <p>Columbia Sixth Grade Academy Site</p> <p>20 4th Graders 10 6th Graders who have participated in the program in previous years and want to be mentors</p> <p>Note: Our students do not stay at one site, rather they shift days between the YMCA for social, emotional, recreational activities and C6GA for STEAM and Achievement. Friday is for elected activities and clubs.</p> | <p>Columbia Elementary School Grade 4 Fairview Elementary School Grade 4 Franklin Elementary School Grade 4 Landis Elementary School Grade 4 Columbia Sixth Grade Academy Grade 6</p> |
| <p>Days and Times and Site</p> | <p>Monday 3:00-5:30 pm C6GA Tuesday 3:00-5:30 pm C6GA Wednesday and Thursday 3:00-5:30 pm YMCA Friday 3:00-5:30 pm YMCA</p> |



| | |
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| <p>After School Activity</p> | <p>Monday 3:00-3:30 4th Grade Students arrive at C6GA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Grade Students lead the Playworks activities</p> <p>3:30-4:15 and 4:15-5:00 4th Grade Students participate in <i>W.A.I.T. What am I Thinking?</i> Activities, Achievement Games and Homework with 6th Grade Students as Mentors Or STEAM for 45 minutes then switch; 6th Graders as Mentors</p> <p>5:00-5:20 4th Grade Students finish the day with cleanup and meet in Circle Time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> <p>Tuesday 3:00-3:30 4th Grade Students arrive at C6GA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Grade Students lead the Playworks activities</p> <p>3:30-4:15 and 4:15-5:00 4th Grade Students participate in Yoga while the 6th Grade Students Mentor Or STEAM for 45 minutes then switch with 6th Graders as Mentors</p> <p>5:00-5:20 Students finish the day with cleanup and meet in Circle Time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> |
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21ST CCLC

Wednesday 3:00-3:30

4th and 6th Grade Students arrive at YMCA from the elementary schools, have snack and wind down time with outside physical play 30 minutes led by 6th grade Mentors

3:30-4:15 and 4:15-5:00

4th Grade Students participate in *W.A.I.T. What am I Thinking?* Activities, Achievement Games and Homework with 6th Grade Students as Mentors

Or

R.O.P.E.S. Adventure Activities with 6th Grade Students as Mentors

5:00-5:20

Students finish the day with cleanup and meet in Circle time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.

5:20-5:30

All Students board buses for home

Thursday 3:00-3:30

4th and 6th Grade Students arrive at YMCA from the elementary schools, have snack and wind down time with outside physical play 30 minutes led by 6th grade mentors

3:30-4:15 and 4:15-5:00

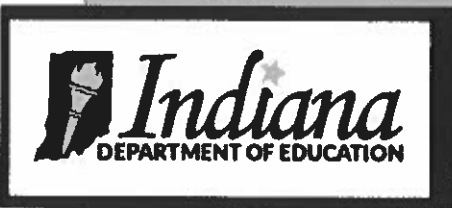
4th Grade Students participate in *W.A.I.T. What am I Thinking?* Activities, Achievement Games and Homework with 6th Graders as Mentors

Or

R.O.P.E.S. Adventure Activities with 6th Graders as mentors

5:00-5:20

Students finish the day with cleanup and meet in Circle time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.



21ST CCLC

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| | <p>5:20-5:30 All Students board buses for home</p> <p>Friday 3:00-3:30 All 4th, 5th and 6th Grade Students arrive at YMCA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Graders will be mentors</p> <p>3:30-5:00 All Students participate in Soccer Activities Or Achievement Board Games or Virtual Gaming</p> <p>5:00-5:20 All Students finish the day with cleanup and meet in Circle time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> |
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| <p>Site, School Name and Grade Levels to be served</p> <p>Cass County YMCA</p> <p>20 5th Graders 10 6th Graders who have participated in the program in previous years and want to be mentors</p> <p>Note: Our students do not stay at one site, rather they shift days between the</p> | <p>Columbia Elementary School Grade 5 Fairview Elementary School Grade 5 Franklin Elementary School Grade 5 Landis Elementary School Grade 5 Columbia Sixth Grade Academy Grade 6</p> |
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21ST CCLC

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| <p>YMCA for social, emotional, recreational activities and C6GA for STEAM and Achievement. Friday is for elected activities and clubs.</p> | |
| <p>Days and Times and Site</p> | <p>Monday 3:00-5:30 pm YMCA Tuesday 3:00-5:30 pm YMCA Wednesday and Thursday 3:00-5:30 pm C6GA Friday 3:00-5:30 pm YMCA</p> |
| <p>After School Activity</p> | <p>Monday 3:00-3:30 5th and 6th Grade Students arrive at YMCA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Grade Students lead as mentors</p> <p>3:30-4:15 and 4:15-5:00 5th Grade Students participate in <i>W.A.I.T. What am I Thinking?</i> Activities, Achievement Games and Homework with 6th Grade Students as Mentors Or R.O.P.E.S. Adventure Activities for 45 minutes then switch: 6th Graders as Mentors</p> <p>5:00-5:20 5th Grade Students finish the day with cleanup and meet in Circle Time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> |



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| | <p>All Students board buses for home</p> <p>Thursday 3:00-3:30 5th Grade Students arrive at C6GA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Grade Students lead the Playworks activities</p> <p>3:30-4:15 and 4:15-5:00 5th Grade Students participate in Yoga while the 6th Grade Students Mentor Or STEAM for 45 minutes then switch with 6th Graders as Mentors</p> <p>5:00-5:20 Students finish the day with cleanup and meet in Circle time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> <p>Friday 3:00-3:30 All 4th, 5th and 6th Grade Students arrive at YMCA from the elementary schools, have snack and wind down time with outside physical play 30 minutes; 6th Graders will be mentors</p> <p>3:30-5:00 All Students participate in Soccer Activities Or Achievement Board Games or Virtual Gaming</p> <p>5:00-5:20 All Students finish the day with cleanup and meet in Circle time to process the day 20 minutes; 6th Graders will have the opportunity to lead the Circle Time.</p> <p>5:20-5:30 All Students board buses for home</p> |
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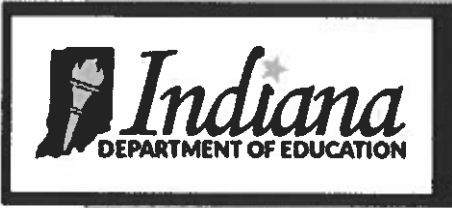


6. **Alignment to Standards:** Within the Program Implementation Table, evidence of alignment to Indiana Afterschool Standards are listed in the first column under goals. The following Indiana After-School Standards are being met:
 Indiana After-School Standards 1, 2, 3, 4, 5, 6, 8, 9, 13, 14, 15, 16, 17, 18, 27, 30, 31,32, 33
 Indiana After-School Literacy Standards 1, 4, 5, 6, 7,8
 Indiana After-School College and Career Readiness Standards 4 and 7
 Indiana After-school STEAM Standards 1, 2, 5, 6, 7
 Indiana After-School Healthy Eating and Physical Activities 1,2,3,4,5,6,7,8,9,10,11, 12, 13
 Indiana After-School Family Engagement Standards 1, 2, 3, 4,5,6,7

All Indiana Content Area Literacy Standards will be addressed through STEAM and Mathematics will be addressed through STEAM, Achievement Activities, Board and Virtual Games and Homework help.

7. **Staff Recruitment and Retention:** The staff recruitment plan for the Logansport CCLC program follows the explicit hiring practices of the Logansport Community School Corporation. This plan ensures there are equitable hiring practices are being followed and when possible, recruitment efforts target individuals that culturally, linguistically, and racially represent youth in the program. All CCLC hired staff must fill out appointment sheets and log hours worked on a time sheet. All employees of the program are paid bi-weekly @ \$25.00 per hour. All CCLC staff participate in professional development led by Youth Services Alliances for W.A.I.T. What am I thinking?, Alternative Learning and Relationship Dynamics. Kevin Dill, SNT Consulting, LLC, for Behavior, Dr. Lori Desautels, LLC, for SEL Lessons, LETRS Consultants for Literacy, Maker’s Space/STEAM Trainer and the Logansport Program/Professional Development Team. The Team will utilize the After-School Alliances Toolkit and Materials. Staff will also attend local and national training either in person or through webinars.

| Staff Name/Yrs. With Program | Position | Hourly Wage |
|------------------------------|-------------------------------------|----------------|
| Rick Hollering/4 | Program Director | 25.00 per hour |
| Venetia Faulkenberg/4 | Grant Administrator | 25.00 per hour |
| Stacey Raisor/1 | Grant Treasurer | 25.00 per hour |
| Zach Denham/4 | C6GA Site Coordinator/Social Worker | 25.00 per hour |
| Alison Rodriguez/2 | YMCA Site Coordinator | 25.00 per hour |
| Rebecca Smith/2 | Site Facilitator | 25.00 per hour |
| Cheryl Lane/3 | Site Facilitator | 25.00 per hour |
| Ann Easter/3 | Site Facilitator | 25.00 per hour |
| Adam Thompson/2 | Site Facilitator | 25.00 per hour |
| Christina Stover/3 | Site Facilitator | 25.00 per hour |
| Ashley Scott/2 | Yoga Instructor | 25.00 per hour |



Evidence of Previous Success 2017-2020

Professional Development Plan: We have offered a plethora of experiences for our staff during all years of the Cohort 8 grant. An orientation on understanding group dynamics was held each year with a feedback strand for staff. We surveyed thy staff to determine needs each year which included: Social and Emotional Learning, Trauma Informed Care, Mindfulness, Alternative Learning, Restorative Practices, and STEAM. Staff retention was enhanced due to these offerings. Individualized feedback from staff occurs regularly as we have built a strong cohort relationship. We respond to the needs of our staff in real time.

Recruitment: Due to the majority of our staff being teachers during the calendar year, it became evident that professional development was needed to modify mindsets from a traditional classroom setting to an after-school program setting. This observation was made in the first year of the Cohort 8 program. Over the years we have been able to build and sustain our staff due to this support. As we learned and grew in the program, we took advice from our evaluators and IDOE staff on giving students more options and creating a more playful atmosphere. Student retention began to improve due to this. Year three of the Cohort 8 grant was on track to be a leap forward from where we began. Due to the Covid 19 occurrence, we were unable to finish the year and have data that proves the success we were having.



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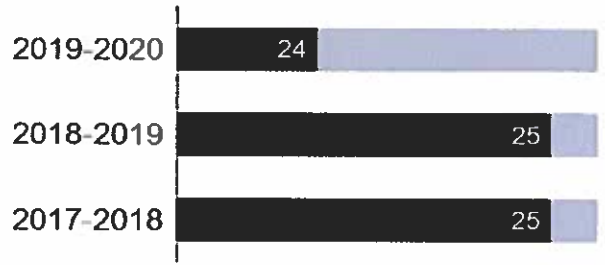
Program Attendance

Logansport Community School Corporation has provided 21st CCLC programming for fifth and sixth graders in the district for the past 3 years.

- The 5th site, Columbia Elementary, consistently served a high proportion of students for 45+ days throughout the grant.
- Columbia 6th Grade Academy showed a slight decrease during the 2nd year of the grant, however, staff implemented programmatic and staffing changes to increase attendance during the next school year.
- Both sites were well situated to meet their RAP goals during the 2019-2020 school year until the stay-at-home order was put into place, which ended programming 2 months earlier than scheduled.

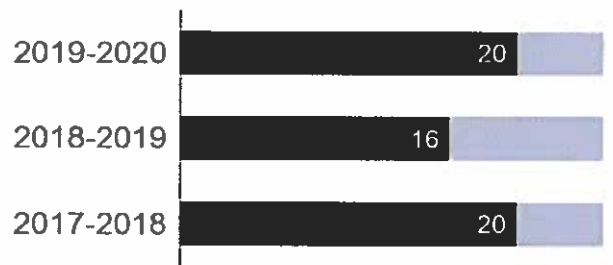
Columbia Elementary School-Year Program Attendance

■ Targeted RAPs: 30 ■ Actual RAPs (45+)



Columbia 6th Grade Academy School-Year Program Attendance

■ Targeted RAPs: 30 ■ Actual RAPs (45+)



2018-2019 Progress Toward Academic Performance Measure

Students who attended the Logansport Community School Corporation afterschool program showed positive ELA and reading outcomes. Nearly half of regular attendees earned the highest grade possible in ELA or increased their grade from fall to spring. Additionally, 42% of students met their growth goals on the reading portion of the NWEA assessment. Students who attend the afterschool program participated in an SEL program called R.O.P.E.S., which led to positive student-level outcomes related to engagement in the afterschool program and improved pro-social behaviors.

| Outcome | Performance Measure |
|---------|--|
| 47% | of regular participants will earn the highest grade possible or improve their ELA grade from fall to spring |
| 42% | of regular participants will meet their growth goals on the reading portion of the NWEA assessment |
| 96% | of regular participants will show improvement (or did not need to improve) in their active engagement in activities in the afterschool program |
| 100% | of regular participants will show improvement (or did not need to improve) pro-social behaviors (communication, appreciating the value of others, or confidence interacting with others) |



PROGRAM IMPLEMENTATION

| Program Goals | Program Objectives | Program Activities | Performance Measures | Assessment Strategies |
|---|---|--|---|--|
| Academic Achievement Outcomes | | | | |
| <p>To improve academic achievement of attending students..</p> <p>(Indiana After-School Standards 4 and 13, 14, 15, 16, 17, 18)</p> <p>(Indiana After-School Literacy Standards 1, 4, 5, 6, 7,8)</p> <p>(Indiana After-School College and Career Readiness Standards 4 and 7)</p> <p>(Indiana After-school STEAM Standards 1, 2, 5, 6, 7)</p> | <p>(1) To improve student achievement in reading and writing.</p> <p>(2) To improve student achievement in mathematics.</p> | <p>(1 & 2) Students will participate in World Focused, Integrated, Reflective, Engaging and Dynamic (W.I.R.E.D.) real world projects that involve reading and writing such as R.O.P.E.S. Alternative Learning games, yoga, and STEAM.</p> <p>(1 & 2) Students will participate in World Focused, Integrated, Reflective, Engaging and Dynamic (W.I.R.E.D.) real world projects that involve mathematics such as R.O.P.E.S. Alternative Learning games and STEAM.</p> <p>(1& 2) At least 2 times each week, CCLC attendees will participate in STEAM activities that begin their journey in being college and career ready.</p> | <p>(1) 70% of the CCLC. after-school regular attending participants will obtain growth on their NWEA fall to winter and winter to spring Reading RIT Score.</p> <p>(1) 70% of the CCLC. after-school regular attending participants will ear the highest grade possible or improve their ELA grade from fall to spring.</p> <p>(1) 70% of the CCLC. after- school regular attending</p> | <p>(1 & 2) NWEA fall to winter and winter to spring RIT reports</p> <p>(1) One written assignment per nine weeks of student's choice.</p> <p>(1 & 2)Staff will observe the active participation and engagement in STEAM projects.</p> <p>(1 & 2) A final survey will be done at the end of the year.</p> |



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| | | | <p>participants will earn improvement on one written piece of the student's choice each nine weeks.</p> <p>(2)70% of the CCLC. after-school regular attending participants will obtain growth on their NWEA fall to winter and winter to spring Mathematics RIT Score.</p> <p>(2) 70% of the CCLC. after- school regular attending participants will earn the highest grade possible or improve their math grade from fall to spring.</p> <p>(2) 80%of the CCLC. after-school regular</p> | |
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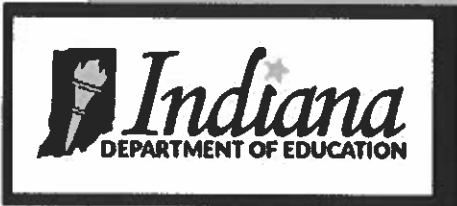


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| | | | <p>attending participants will demonstrate increased knowledge about STEAM careers.</p> <p>(2) 80% of the CCLC students will demonstrate interest in art, science and technology (STEAM)</p> | |
|--|--|--|--|--|

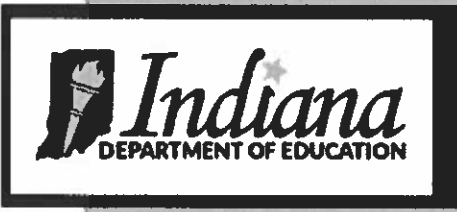
Social and Emotional Growth Outcomes

| | | | | |
|--|--|--|--|---|
| <p>To improve the social and emotional health of attending students.</p> <p>(Indiana After-School Standards 1, 2, 3, 5, 6)</p> <p>(Indiana After-School Healthy Eating and Physical Activities 1,2 3,4,5,6,7,8,9,10, 11, 12, 13)</p> | <p>(1) To provide student life skills to enhance emotional health and wellbeing.</p> | <p>(1) Students will participate in real life scenarios that teach the use of strategies such as listening skills, negotiating, questioning, critical thinking, problem solving, weighing out choices, communicating, resolving conflicts and collaboration.</p> <p><i>W.A.I. T. What am I thinking?</i> tickets will be given as students “earn” them to be redeemed at our Parent Gathering Raffles.</p> | <p>(1) 70% of the CCLC. after-school regular attending participants will reduce their behavior log entries by half.</p> <p>(1)80%of the R.O.P.E.S/CCLC. after- school regular attending participants will demonstrate an improvement in pro-social behaviors</p> | <p>(1) Power School Log Entries/Behavior Referrals.</p> <p>(1) Staff Observations</p> <p>(1) IN- QPSA</p> |
|--|--|--|--|---|



21ST CCLC

| | | | | |
|--|--|--|--|--|
| | | <p>(1) At least 2 times a week, attendees will participate in the R.O.P.E.S Adventure games incorporating the SEL curriculum <i>W.A.I.T. What am I thinking?</i> with physical activity.</p> <p>(1) At least one time a week, attendees will participate in Yoga incorporating mindfulness activities in order to help with self-regulation and emotions when not at the program.</p> <p>(1) At least 2 days when there are no Adventure Activities or Yoga, students will be engaged in play using Playworks activities in order to learn how to participate in collaborative play.</p> | <p>(communication, appreciating the value of others, or confidence in interacting with others)</p> <p>(1) 80% of the CCLC after-school regular attending participants will demonstrate increased knowledge about collaborative play activities and show active engagement in the after-school program.</p> | |
| | | | | |



| Parent Engagement Outcomes | | | | |
|---|--|---|--|---|
| <p>To increase parent engagement.</p> <p>(Indiana After-School Standards 8,9)</p> <p>(Indiana After-School Family Engagement Standards 1, 2, 3, 4,5,6, 7)</p> | <p>(1) To support the overall parenting growth and success of our families.</p> <p>(2) To empower families to fulfill meaningful leadership roles in their school and community.</p> | <p>(1 & 2) Staff will hold a parent orientation during the first month of the program and then each nine weeks conduct family events that involve the children in collaboration and presentations about the skills they have acquired during the after-school program. Dinner will be provided by community restaurants. Raffles will be held for the students to utilize their <i>What am I Thinking?</i> tickets.</p> | <p>(1) 80% of parents will report that the after-school program has helped them take a more active role in supporting their child's academic needs, career choices, and/or pro-social behaviors at home.</p> <p>(2) 80% of parents will report that they have worked with their child on pro-social behaviors at home.</p> | <p>(1 & 2) Sign-in sheets for attendance at family gatherings will be kept.</p> <p>(1 & 2) Parent pre-post surveys will be used for program evaluation.</p> |

| Site Name | For which grade levels is this scale used? | Grades (listed from highest to lowest) | Define the Grading Scale | Are students assessed on the same indicators during each grading period? (Yes, No, NA) |
|--|--|---|--------------------------|--|
| Cass County Family YMCA | 4 th and 5 th grade | A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F | NA | NA |
| Columbia 6 th Grade Academy | 6 th grade | A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F | NA | NA |



PROGRAM COMMUNICATION

1.
 - a. All school contracts with outside entities must be voted on and discussed in an open forum at the Logansport Community School Board mtgs. Members of our Advisory Board attend every board meeting. The Advisory Board also presents to the elementary school principals at the monthly Administrator meetings.
 - i. The assistant principal who serves on the Advisory Board gathers real time data from PowerSchool to monitor after-school students. She also does all of the grant statewide evaluation data.
 - ii. The Advisory Board meets with the Elementary School Principals to discuss efforts to align in-school and out of school curriculum. School Principals meet with each student's teacher team to discuss the student's progress.
 - b. We disseminate information about the program site, days and times, program curriculum and how they can partner with us as a community volunteer entity through our community partners YMCA and YSA.
2. The program registration form displays the CCLC logo. All disseminated information used for student and staff recruitment, family events, and community volunteers bears the CCLC logo.



PROFESSIONAL DEVELOPMENT

| GOAL | OBJECTIVE | ACTIVITY | MEASUREMENT |
|---|--|--|--|
| <p>Staff will participate in professional development around the components utilized in the CCLC After-School Program.</p> <p>(Indiana After-School Program Standards 27, 30, 31, 32, 33)</p> | <p>(1) To provide orientation and put support systems in place for staff.</p> <p>(2) To build Family Engagement Skills.</p> <p>(3) To provide ongoing support for Literacy Development.</p> <p>(4) To provide support in designing space and activities for STEAM and Adventure Games.</p> <p>(5) To update staff on safety, health and nutritional policies and procedures.</p> <p>(6) To provide training on SEL and <i>W.A.I.T. What am I thinking</i> Program.</p> | <p>(1-6) Training will be provided by hired staff such as Youth Service Alliances for <i>W.A.I.T. What am I thinking</i>, Alternative Learning and Relationship Dynamics for SEL Lessons, LETRS Consultants for Literacy, Maker’s Space/STEAM Trainer and the Logansport Program/Professional Development Team. The Team will utilize the After-School Alliances Toolkit and Materials. Staff will also attend local and national training either in person or through webinars. Our program is designed around staff who have skill strengths and training capabilities to build our success.</p> | <p>(1-6) Sign-in sheets for attendance will be kept on each staff member.</p> <p>(1-6) Informal pre-post assessments will be utilized to check for understanding.</p> <p>(1-6) Open dialogue and informal conversations will be noted to check for understanding and adjust the course of our program.</p> |



IDOE 21st CCLC Program Professional Development Plan

| | |
|-------------------------|--|
| Program Name | Logansport Schools R.O.P.E.S. CCLC Program |
| Program Director | Rick Hollering |
| Dates of Implementation | June 1, 2021—June 30, 2022 |

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

| Training Name | Provider | Training Objective | Impact on Program Quality | Staff Participation (Staff Titles & Number of Participants) | Hours of Training | Total Cost | What funds were used to pay for training? | Date of Training | CYC Competency Alignment (if applicable) |
|------------------------------|-------------------------|--|--|---|-------------------|------------|---|------------------|---|
| Leadership Development | ULead | Improve team dynamics Improve team communication skills | Improved efficiency of program operations | Program Director -1 Site Coordinator - 2 Front Line Staff - 7 | 4 | \$1,500 | 50% from 21 st CCLC 50% from Title II | January 2020 | Professionalism |
| Understanding Group Dynamics | Youth Services Alliance | Improve connecting processing and facilitating groups | Listening and engaging better with youth | All | 4 | \$800 | CCLC | August | Relationships Communication |
| IYI BKCC | IYI | Train staff in various competencies | Increase staff skills, new ideas and best practices | STEAM Staff 2 Site Coordinators 2 | 4 | \$1200 | CCLC | OCT | As selected per staff member |
| ALEKS Training | LCSC training coach | Increase the number of students meeting their RIT growth Norm in Math. | Staff will be able to help students achieve academic goals | Front line staff 6 | 2 | \$250 | LCSC | Sept | |

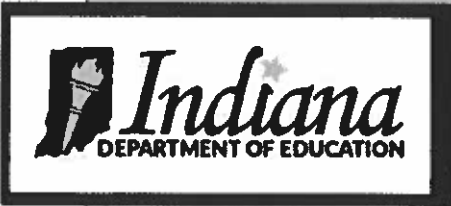


IDOE 21st CCLC Program Professional Development Plan

| | | | | | | | | | |
|---|-------------------------|---|---|----------------|------------------|---------|--------------------------|-----------------|---------------------------------|
| IAN Summitt | IAN | Customized to specific needs | Increase competency in given staff role | ALL invited | 6-8 per attendee | \$1008 | CCLC \$808 LCSC \$200 | April | Depending on workshops selected |
| Social Emotional in the Afterschool setting | DOE/LCS C and YSA | Understanding role of SEL in afterschool environment | Helps create appropriate guidance to youth based on needs | ALL | As needed | In kind | | | Human Development |
| W.A.I.T. What am I Thinking? | Youth Services Alliance | SEL curriculum dealing with diversity, anxiety, coping skills, etc. | Will teach staff while working with students to empower them to meet needs of child | All | 32 | \$1600 | CCLC | Sept. = Oct. | Human Development |
| STEAM training | LCSC STEM Coach | Learn how to connect projects to life lessons | More interactive and fun for students | STEAM Teachers | 4 | In kind | LCSC | Oct., Jan | Developmental Practice methods |
| Mindfulness training | Zach Denham | Applying mindfulness in afterschool program | Helps staff regulate emotions and outbreaks of students | All | 2 | In kind | LCSC | As needed | Developmental Practice methods |

Professional Development Plan Cost:

| | | | |
|----------------------|--------|-------------------|----|
| Total Estimated Cost | \$4858 | % of Total Budget | %3 |
|----------------------|--------|-------------------|----|



EVALUATION

Evaluation Plan:

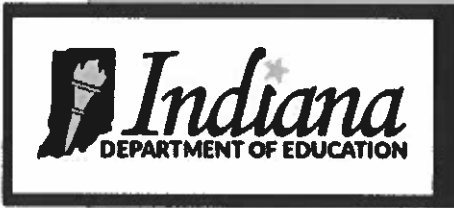
Evaluation of 21st CCLC programming provided by Logansport Community School Corporation will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Implementation of high-quality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

- **Type of Data to be Collected** – Daily attendance, demographics, math and reading grades, and reading and math assessment results will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).
- **When Data will be Collected** – Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.



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

- Data Collection Instruments** – Several critical sources of data will rely on existing data collection instruments such as local assessments (e.g., NWEA) and the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop parent and student surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards. Several performance measures will also be collected and reported by program staff using “End of Year Reporting” templates developed by Limelight Analytics.
- Utilizing Data for Program Improvement** - Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Program Director and Site Coordinators during a “work group session” in order to identify high-quality program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.



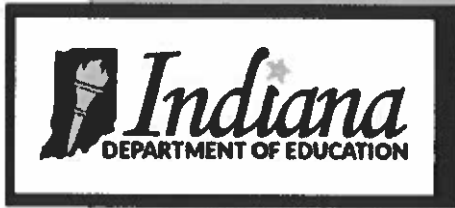
2. Local Evaluator:

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

3. Strategies of Measurement:

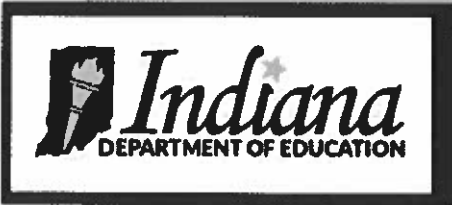
Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Program Implementation Table* in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the *Indiana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

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



21ST CCLC

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



SAFETY AND TRANSPORTATION

1. **Transportation to and From:** Students will be transported on district school buses to and from C6GA and Home and the YMCA and Home depending on the day. All safety precautions will follow the Logansport Community School Corporation Transportation Plan.
2. **Needs of Working Families:** Alternate drop off points after the program day will assist parents in having a safe place for the children to go if they are not at home or do not have multigenerational child care.
3. **On-site safety:** Students sign in immediately upon arrival. This sign-in sheet goes with the Site Coordinator as students participate in the activities. Cell phone numbers are given to parents in case of emergency or alternate pick up needs. Students must sign-out and is escorted to the car of the child being picked up. Parents must have given permission for the person who is picking up either on the registration form or on the day of the alternate pick up. The staff member will verify before the child enters the vehicle.
4. **Hiring Practices:** Core competencies were established and included in the posting on the Frontline system when recruiting. Broad agreement was established by the Advisory Team that a certain philosophy would be sought after and questions were formulated to glean the right applicants. Each hired worker's performance was maintained by creating clearly defined professional and program objectives and offering timely feedback. All core hiring practices are governed by the HR Director in the Logansport Community School Corporation and the Cass County YMCA.
5. **Background Checks:** All personnel who are hired by the CCLC program are Logansport Staff Members, YMCA staff members or YSA staff members and have been thoroughly vetted prior to being hired. All Background Checks have been performed under the direction of the HR Director in the Logansport Community School Corporation.

21st CCLC Budget Summary

Federal Agency: U.S. Department of Education **Pass-Through Entity:** Indiana Department of Education
CFDA: 84.287 **Federal Award I.D.#:** S287C200014 **Fiscal Year of Award:** 2020 **Cohort #: 10** **Cohort Year: 1**
Applicant Name: Logansport Community School Corporation
Applicant Federal ID Number: 35-6006860
Applicant DUNS#: 07-890-7540

| Code Descriptions | Expenditure Account | 110 | | 211-290 | 311-319 | 440 | 510-593 | 611-689 | 710-748 | Line Totals |
|----------------------|---|----------------------------------|------------------------------------|-----------------------|---------|--------------------------|------------------|----------|---------------|-------------|
| | | Salary Certified & Non Certified | Benefits Certified & Non Certified | Professional Services | Rentals | Other Purchased Services | General Supplies | Property | | |
| 11000 | Instruction | \$ 89,100.00 | \$ 14,041.00 | \$ 12,100.00 | \$ - | ##### | ##### | ##### | \$ 119,784.00 | |
| 21000 | Support Services - Student | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 22100 | Improvement of Instruction (professional development) | \$ - | \$ - | \$ 11,390.00 | \$ - | \$ 2,232.00 | \$ - | \$ - | \$ 13,622.00 | |
| 22900 | Other Support Services-Admin | \$ - | \$ - | \$ - | \$ - | \$ 104.00 | \$ - | \$ - | \$ 104.00 | |
| 26000 | Operation & Maintenance | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| 27000 | Transportation | \$ 14,490.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 14,490.00 | |
| 33000 | Community Service Operations (parent engagement) | \$ - | \$ - | \$ 2,000.00 | \$ - | \$ - | \$ - | \$ - | \$ 2,000.00 | |
| Column Totals | | \$ 103,590.00 | \$ 14,041.00 | \$ 25,490.00 | \$ - | \$ 2,336.00 | ##### | ##### | \$ 150,000.00 | |

| | | |
|------------------------------------|--|----------------------|
| <u>LEA Indirect Cost Rate list</u> | Subtract the amount above \$25,000 (per individual contracted service) from your total budget: | |
| | Total after deducting Property: | \$ - |
| | Total Available for Indirect Costs: | \$ 150,000.00 |
| | Amount of Indirect Cost to be used: | \$ - |
| | Grand Total After Indirect Cost: | \$ 150,000.00 |

21st CCLC Budget Details

Directions:

1. Enter the expense (staffing, supplies, PD, contracts, etc.) in the first column
2. Choose the corresponding budget category in the second column
3. Enter the cost in the third column

Expense (description of expenses should be entered on the charts below)

Activity Total Cost

Do not edit the table below

| Expense | Budget Category | Category Total |
|---|-----------------------------|-------------------|
| Ex: iPads (x10) | Instruction: General | \$2,000.75 |
| Program Director | Instruction: Sala | \$ 26,000.00 |
| C6GA Site Coordinator | Instruction: Sala | \$ 8,250.00 |
| C6GA Facilitators | Instruction: Sala | \$ 16,500.00 |
| Counselor | Instruction: Sala | \$ 10,500.00 |
| YMCA Site Coordinator | Instruction: Sala | \$ 10,500.00 |
| YMCA Facilitator | Instruction: Sala | \$ 8,750.00 |
| YMCA Support staff | Instruction: Sala | \$ 6,300.00 |
| YMCA Camp Staff | Instruction: Sala | \$ 1,800.00 |
| Advisory Council | Instruction: Sala | \$ 500.00 |
| FICA | Instruction: Bene | \$ 6,816.00 |
| Teachers Retirement Fund | Instruction: Bene | \$ 4,625.00 |
| Program Director Retirement | Instruction: Bene | \$ 2,600.00 |
| BKCC Hotel | Improvement of | \$ 208.00 |
| Multi State mileage | Improvement of | \$ 608.00 |
| Staff General Mileage | Improvement of | \$ 456.00 |
| Multi State Conference Hotel | Improvement of | \$ 500.00 |
| IAN Conference Hotel | Improvement of | \$ 208.00 |
| BKCC Mileage | Improvement of | \$ 200.00 |
| BKCC per diem | Improvement of | \$ 52.00 |
| Multi State per diem | Other Support Se | \$ 104.00 |
| Bus to program and home-Middle School | Transportation: | \$ 6,210.00 |
| Bus to program and home-Elementary School | Transportation: | \$ 7,360.00 |
| Bus for Spring and Fall break | Transportation: | \$ 920.00 |
| | Instruction: Salar | \$ 89,100.00 |
| | Instruction: Bene | \$ 14,041.00 |
| | Instruction: Profe | \$ 12,100.00 |
| | Instruction: Rent | \$ - |
| | Instruction: Othe | \$ - |
| | Instruction: Gene | \$ 4,543.00 |
| | Instruction: Prop | \$ - |
| | Support Services | \$ - |
| | Support Services | \$ - |
| | Support Services | \$ - |
| | Support Services | \$ - |
| | Support Services | \$ - |
| | Support Services | \$ - |
| | Improvement of | \$ - |
| | Improvement of | \$ - |
| | Improvement of | \$ 11,390.00 |
| | Improvement of | \$ - |
| | Improvement of | \$ 2,232.00 |
| | Improvement of | \$ - |
| | Improvement of | \$ - |
| | Other Support Se | \$ - |
| | Other Support Se | \$ - |

Budget Descriptions: Non-Staffing

DIRECTIONS: Provide a narrative below on how funding is allocated. Include the line number on which the funds are budgeted and the itemized amounts/items.

Example: Improvement of Instruction: Other Purchase Services: \$1,500 Afterschool Conference registration and travel July 1-5, 2020 Chicago, IL

| | |
|--------------------------|---|
| | <p>Intruction: Line 31- Evaluation Services \$150,000 x 6% = \$9000 Line 32- YMCA Camps, 2 weeks during Spring and Fall break at \$3600 per week x 2 = \$7200</p> <p>Line 33- Yoga and Mindfulness Instructor 2day/wk x2hrs x 33 weeks = \$3300</p> <p>Line 38- SEL Instructor 2days/wk x 16 weeks x \$50/hr = \$1600 Line 39- Family Engagement Nights- \$500 per session x 4 sessions per year and includes all costs of event Improvement of Instruction: Line 34- Afterschool Summit Registration- 6 staff at \$100 = \$600 Line 35- IYI BKCC registration \$185 x 4staff = \$740 Line 36- Multi State Conference registration 2 staff x \$125 = \$250 Line 37- Understanding Group Dynamics- half day instruction for all staff prior to starting program, new hire orientation \$800</p> |
| Professional Services | |
| Rentals | |
| Other Purchased Services | <p>Line 17- IYI Confence Hotel- 2 rooms @ \$104 = \$208 Line 18- Multi State mileage- est. 1600 miles for 2 vehicles at .38 /mile = \$608 Line 19- Staff General Mileage- for orientation, regional meetings etc. Est. 1200 miles x .38 = \$456 Line 20- Multi State confrence hotel- 2 staff x 2 nights x 2rooms @ \$125 = \$500 Line 21- Summitt Hotel- 2 rooms x \$104 = \$208 Line 22- BKCC mileage- 3 vehicles x 182RT x .38/mile = \$200 Line 23- BKCC per diem- 2 staff overnight x 26 = \$52 Line 24- Multi State per diem- 2 staff x 2days x \$26 = \$104</p> |
| Supplies | <p>Line 28- Program supplies- general supplies for both sites(markers, sanitizer, paper, crafts, etc) \$821.50/site = \$1643 Line 29- STEAM supplies- Supplies to carry out STEM projects such as coding, robotics, buttons, 3D printing supplies etc. \$1000/site = \$2000 Line 30- SEL curriculum- 60 youth x \$15 = \$900</p> |
| Property | |



21ST CCLC

PROGRAM STABILITY

Our team feels confident that if we have a few more years to build the program, establish strong community partners, and show the results of the CCLC program, that we will be able to keep the program going beyond the grant period. With the partnership of two respected organizations, the YMCA and Youth Services Alliance, we have a good start to getting strong community collaboration. Each of them has long term relationships with local businesses, churches, and other community organizations. They also have the means of fundraising to support the efforts in which their Boards deem important. Starting the 3rd year of our 21st CCLC, our program started with trained committed staff, new partners and strong buy in from the LCSC administrators. As stated earlier, we had a lot of momentum that got interrupted by the COVID pandemic and believe that we can build it back up and continue moving forward in sustaining a strong program.