



21ST CCLC

NAME OF LEA OR ORGANIZATION	LAFAYETTE SCHOOL CORPORATION
ADDRESS	2300 CASON ST, LAFAYETTE, IN 47904
COUNTY	TIPPECANOE
NAME OF CONTACT PERSON	JOHN WESTFALL
TITLE	MURDOCK ES PRINCIPAL
PHONE NUMBER	765-771-6120
EMAIL	JWESTFALL@LSC.K12.IN.US
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	LES HUDDLE
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	LHUDDLE@LSC.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
MURDOCK ELEMENTARY (#7855)	82.7	A	100	K-4 TH



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
MURDOCK ELEMENTARY	2300 CASON	LAFAYETTE/TIPPECANOE

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	K-4TH GRADE
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	SOCIAL EMOTIONAL LEARNING
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL 2:45PM-6:00PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of



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Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

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



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



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

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

- o The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- o All partners will review and comply with the above assurances.

Lafayette School Corporation

Applicant Name (LEA or Organization)

Tom J. Huddle
Authorized Signature

8/6/20
Date

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program at Murdock Elementary School

And

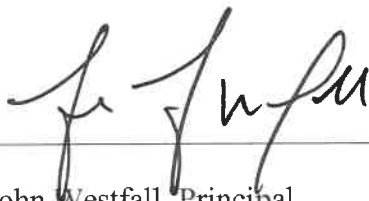
Murdock Elementary School

The purpose of this document is to clarify what role **Murdock Elementary School** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **Murdock Elementary School** roles and responsibilities will include:

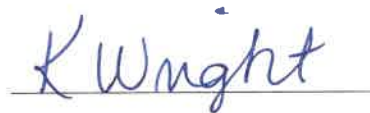
- Providing space in the gymnasium, computer lab, library, cafeteria, and classrooms for the 21st CCLC FOCUS Program.
- Providing office space for the 21st CCLC FOCUS Program Director, staff, and storage of materials, supplies, and equipment.
- Working closely with the 21st CCLC FOCUS Program Director and other staff to align academic services for all participating students and families.
- Providing 21st CCLC FOCUS staff in corporation and building-level professional development opportunities.
- Allowing the 21st CCLC FOCUS Program Director and staff access to pertinent information to assist in the completion of the required progress monitoring (e.g. student grades, test scores, IEP information).

All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)



Kimmy Wright, Program Director
21st CCLC FOCUS Program

Date: 8/12/20

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program

And

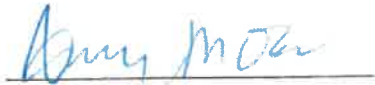
United Way of Greater Lafayette

The purpose of this document is to clarify what role **United Way of Greater Lafayette** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **United Way of Greater Lafayette** roles and responsibilities will include:

- Providing trained, screened, and qualified volunteers to read one-on-one with 21st CCLC FOCUS students on a weekly basis, and help children improve literacy skills
- Communicating with FOCUS Staff and students about local United Way activities and opportunities

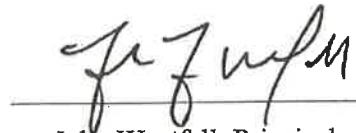
All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Amy O'Shea
United Way

Date: 8/12/20



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program

And

Covenant Church

The purpose of this document is to clarify what role **Covenant Church** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **Covenant Church** roles and responsibilities will include:

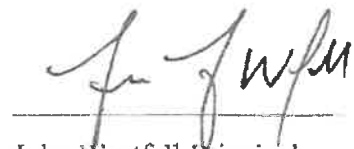
- Providing volunteers to help assist at family events: serving meals, conversing with families, and aiding with any family activities
- Supporting the 21st CCLC FOCUS program in fostering a positive school environment by developing relationships with families and participants
- Hosting a holiday family event each school year, this includes supplying the meal, dessert, and volunteers to run the event entirely
- Communicating with FOCUS Staff and Students about local Covenant Church activities and opportunities

All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Tom Johnson, Pastor
Congregational Care & Community Outreach
Covenant Church



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Date: 8/5/20

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program

And

Studio b

The purpose of this document is to clarify what role **Studio b** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **Studio b** roles and responsibilities will include:

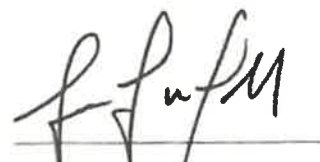
- Providing dance classes at a discounted rate to 30 students each school semester
- Providing a free fitness dance activity and/or Studio b informational booth at one family event each school year
- Providing free or discounted Studio b apparel to dance class participants
- Communicating with FOCUS Staff and Students about local Studio b activities and opportunities

All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Brooke Hardebeck, Owner
Studio b



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Date: 8/4/2020

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program at Murdock Elementary School

And

Purdue Collegiate 4-H

The purpose of this document is to clarify what role **Purdue Collegiate 4-H** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **Purdue Collegiate 4-H** roles and responsibilities will include:

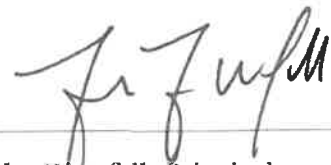
- Providing 4-H programming for after-school students at least twice a month during the school year
- 4-H Youth Development Programming includes educational projects, community service projects, and recreational activities
- Communicating with FOCUS Staff and Students about local 4-H activities and opportunities

All partners of the FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Steve McKinley
Advisor,
Purdue Collegiate 4-H



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Date: August 11, 2020

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program

And

Lafayette School Corporation (Business Office)

The purpose of this document is to clarify what role LSC's **Business Office** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. LSC's **Business Office** roles and responsibilities will include:

- LSC staff members of the **Business Office** will provide services to support the budgeting, accounting, and payroll needs for 21st CCLC FOCUS employees. 21st CCLC FOCUS employees must contact the **Business Office** with any concerns or questions regarding the budget amounts or payroll.

All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Mr. Eric Rody, Business Manager
Lafayette School Corporation



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Date: 8-11-20

Memorandum of Understanding

Between the following parties:

21st CCLC FOCUS After-School Program

And

The Division of Financial Aid, Purdue University

The purpose of this document is to clarify what role **Purdue University's Division of Financial Aid, Student Employment Services Office** will play in partnering with and supporting the **21st CCLC FOCUS After-School Program**. **Student Employment Services** roles and responsibilities will include:

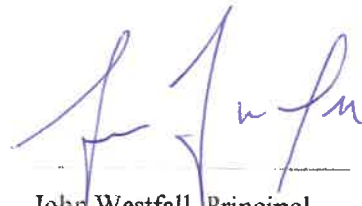
- Advertising position openings that will provide federal work-study eligible students the opportunity to become 21st CCLC FOCUS Reading and Math Tutors while earning federal work-study funds.
- Communicating with the 21st CCLC FOCUS Program Director regarding Purdue's federal work-study eligible student employees, program objectives, and student earnings.

All partners of the 21st CCLC FOCUS program will be invited to advisory board meetings to discuss program activities, needs, and events in order to serve our students and their families to the best of our abilities.

I, the undersigned, have read, understood, and agree to the above terms as specified in this Memorandum of Understanding (MOU).



Deborah Barabas, Assistant Director
The Division of Financial Aid
Student Employment Services Coordinator



John Westfall, Principal
Murdock Elementary School
(21st CCLC Grant Contact)

Date: 8/10/20

**Memorandum of Understanding
Diehl Consulting Group
and the Lafayette School Corporation 21st CCLC
July 16, 2020**

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to the Lafayette School Corporation, as part of their application to the Indiana Department of Education's 21st CCLC grant program.

Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

Sam Crecelius, vice president/partner, will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

Dan Diehl, president/partner, will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

Andrea Swain, consultant, will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from east Carolina University. She is also a certified Health Education Specialist (CHES).

Heather Arrowsmith, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

Jennifer Bellville, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

Doug Berry, vice president/partner, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

Amanda Vote, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
 - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
 - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
 - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
 - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
 - Quasi-experimental designs will be used to answer the evaluation questions.
 - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, the Lafayette School Corporation will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.



Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

7/16/2020

Date



21ST CCLC

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)

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

Lafayette School corporation contacted with **Lafayette Christian School** on **7/29/2020** in consultation for participation in a 21st CCLC initiative in **Lafayette/Tippecanoe**.

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

x No, we do not wish to participate

Yes, we wish to participate and request further consultation

Michelle Tuinstra
Non-Public School Representative

WOULD NOT MEET-SEE EMAIL
Signature

Kimmy Wright
Applicant Representative

K Wright
Signature

Kimmy J. Wright

From: Michelle Tuinstra <mtuinstra@lafayettechristian.org>
Sent: Wednesday, July 29, 2020 10:25 AM
To: Kimmy J. Wright
Cc: kdelaney@lcss.org
Subject: Re: Murdock ES 21st CCLC Grant Application

CAUTION: This email originated from outside the corporation. Do not click links or open attachments unless you know the content is safe. Contact Technology with any questions.

Hi Kimmy,

Thank you so much for reaching out regarding this program. At this point, I need to decline the invitation. However, I want you to know that I appreciate your email and hope your school is doing well.

Thanks again.

Michelle Tuinstra | Interim Principal

Lafayette Christian School

525 N 26th St, Lafayette, IN 47904

765.447.3052

Excellence in Education, Centered in Christ

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

The 21st CCLC FOCUS (*Families Organized within the Community United with School*) Program at Murdock Elementary School targets children living in high poverty and their families by providing daily academic and enrichment activities to promote positive self-esteem and lifelong interests. These high-fidelity academic services will be provided for every child through direct instruction by highly-qualified teachers and tutors during after-school hours.

At 82.7%, Murdock School has one of the highest free/reduced lunch rates in Tippecanoe County.

Since 2003, FOCUS has provided Murdock students with a safe, nurturing environment to develop their academic and personal strengths. We have identified needs of our students that are based on student achievement data, poverty level, community data, and teacher/student/family surveys. The needs identified are social emotional learning, academic achievement, and attendance. The proposed outcomes of the youth targeted in our program include higher attendance rates, increased academic achievement, and increased social emotional awareness and tools because often high-poverty students do not have the social emotional basic skills. In order to achieve these outcomes, Murdock students will continue to participate in daily tutoring and enrichment, social-emotional development, community-based life activities such as health and fitness education, sports clinics, art or music lessons, environmental learning, and service projects. Evidence based programs will be taught with integrity focusing on social emotional learning, Language Arts, and Math. FOCUS afterschool programming will continue to be offered daily during the school year (see weekly schedule in the Program Design Section.)

FOCUS will include Murdock students' whole family in the development and growth of each child. Future Murdock students will be recruited for enrollment through Family Engagement Nights. Through FOCUS, parents and children will have enriching experiences to strengthen school and home relationships, develop stronger language and life skills, and relate their new learning through a close connection with Indiana State Standards. In addition, FOCUS will continue to have monthly enrichment family activities and free family dinners.

FOCUS staff and school-day teachers will collaborate to assure continuity between the school curriculum and FOCUS programming. This will be done by including FOCUS staff in Murdock 8-Steps Process meetings and following school-day instructional calendars. FOCUS will have access to assessment results gathered regularly by classroom teachers with interpretation of assessments and necessary professional development provided by school staff.

LSC has approved the administration of DIBELS/mClass and NWEA to provide FOCUS with more formative assessments to guide instruction. Through

collaboration between FOCUS staff, Title 1 staff, and classroom teachers, the DIBELS, NWEA, and ILEARN scores will assist in identifying, planning, and implementing appropriate intervention programs designed to meet program objectives as outlined in the Program Implementation Chart. Web-based programs and scientifically-based research interventions will be incorporated into the academic enrichment portions of FOCUS. Independent external program evaluation will be conducted by Dr. Dan Diehl. Dr. Diehl will provide feedback and recommend program refinements. Kimberly Wright, FOCUS Director and Site Coordinator, will continue to disseminate LSC information and provide professional development in monthly FOCUS staff meetings.

PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

- 1) **Minimum Requirements:** Murdock Elementary School is a Title 1 Schoolwide Program as eligible under Title 1, Section 1114. The current free and reduced lunch rate is 82.7% at Murdock. In the past it has fluctuated between this number and 92%.
- 2) **Origin of Partnership:** Lafayette School Corporation, Murdock Elementary, and the FOCUS After-School Program have been working together since the early 2000s to provide high-quality afterschool programming to Murdock and its families. The FOCUS Program began at Murdock Elementary with a group of teachers wanting more opportunities for students on-site. The program provided high-interest clubs and activities. Then in 2003, the FOCUS Program and Murdock Elementary and the Lafayette School Corporation partnered up to apply for a 21st CCLC Grant. The FOCUS Program was funded by 21st CCLC up until 2018. In those years, partnerships were formed with:
 - a. Diehl Evaluation and Consulting – Partners in the 21st CCLC field suggested this team to us as a successful local evaluator for many other 21st CCLC programs because of the rich history between them and they have been a positive continued partner since.
 - b. The Purdue Federal Work-Study program partnership was formed in 2006 as they reached out to local schools to offer math and reading tutors to students in which the students were 100% paid by the Federal Work Study program. This partnership has been a staple in providing high-quality and in-kind staff to our program.
 - c. Purdue Collegiate 4H has been a partner with our program for several years. Purdue students reached out to local schools in order to bring 4H into the city and introduce the program and its values to students who might not otherwise be involved. This partnership has provided a high-interest club with volunteers that complete projects and crafts with our students. The high-interest clubs promote student attendance for our participants.
 - d. The partnership with Studio b Dance and Fitness stemmed from a Murdock staff member who also taught dance there. The owner of Studio b wanted to reach out to the local community to reach more participants – especially those whom are low-income and may not have dance as an opportunity due to the cost and location. Murdock and the FOCUS after-school program was the perfect partner. Our students are able to receive lessons and perform in large recitals just like the students who pay to go to the Studio for lessons.
 - e. The partnership with Covenant Church began when a senior minister and his wife decided to volunteer at Murdock based on close proximity to the building. As they began getting to know our students and staff and families, the couple spoke with the entire congregation

about the needs here and asked if the church would be willing to “adopt” Murdock and the after-school program. Since then, we have had daily volunteers to work with our students with reading and math, to minister to families in need, provide whole-school meals and activities, gifts for staff and families, gift cards at Christmas, and monetary donations to sustain the program. This partnership truly is a blessing.

- f. Murdock, the 21st CCLC FOCUS Program, and United Way have partnered with many United Way programs that were intertwined into out of school time. The partnership stemmed from corporation-wide giving and UW reaching out to buildings to find out needs of the community. Programs such as Read to Succeed provided volunteer readers for our students. Born Learning supplied education for parents on child development from birth to age five at Murdock during 21st CCLC Family Nights. Topics included nutrition, development, and community agencies.

From 2018-2020 the program was self-sustaining with fewer participants and lesser opportunities, but still served the Murdock Community thanks to the partnerships the program has made and continues to make. Receiving 21st CCLC funds would allow the program to serve more of the Murdock community and achieve the goals and obtain the specific outcomes outlined in this application.

- 3) **Priority Area:** The priority area that has been chosen is Social and Emotional Learning. Lafayette School Corporation is planning to use the evidence-based program, Positive Action, in all of its elementary, middle, and junior high schools. This program introduces and builds on students' social and emotional skills. The units align with CASEL's domains of: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. They participate in discussions, plays, crafts, and storytelling to reinforce the learning objectives. Lafayette School Corporation piloted this program in the limited springtime semester of 2020 and found they already were seeing positive results in their classrooms. Pilot teachers relayed that they had young students speaking about their self-concept, they were using more expansive emotional vocabulary, and they were identifying when they were in a positive loop or a negative loop in regards to their thoughts, feelings, and actions. All LSC students will have access to the Positive Action curriculum at least twice a week in their classroom. With additional Positive Action lessons and activities after school, our students will already be familiar with the language and intentions of the program and should find greater results in their academic and behavioral growth. Further extension of the Positive Action program can be shared with Families if they choose to access the free Positive Action Family Kit at home with their children.

PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

Proposed Programming will dedicate 30% or more of total time to specific supports for ELL students. Murdock Elementary School serves a Hispanic population of English Language Learners of almost 25%. The 21st CCLC FOCUS Program will strive to serve these students after-school in an intentional way by recruiting Hispanic staff members who are community members that can relate to our families. In the past, we have had success providing translators, staff members, and extra services for participants and their families. Extra services have included Rosetta Stone availability as well as ELL reading programs such as Reading A-Z and myON reader. Our ELL participants will have the opportunity for extra homework and tutoring sessions during after-school hours each day in order to help them overcome the language barrier and be successful. The 21st CCLC FOCUS Program will dedicate a third of its programming time to specific supports for English Language Learners.

NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

1. Data Evidence: The students at Murdock Elementary are at an increased risk for academic, social and emotional success due to living in poverty and its impact on educational achievement due to mobility, low family income levels, and dependence on social agency intervention and support. The Murdock neighborhood continues to be a highly mobile, high poverty population base. The most significant and noticeable changes have occurred in previous years with the closure of three high poverty, inner city schools which resulted in a transfer of a large number of students to Murdock. Murdock recognizes the high transiency in our school corporation and the effects it has on its students.

Academically, poverty directly affects achievement, attendance, and progress (Ruby Payne, “aha Process.”) Historically, standardized test scores in the Lafayette School Corporation are average to below average. Murdock students’ level of achievement has remained steady in recent years due to highly efficient use of Title I funding, the 8-Steps Instructional Process adopted by Murdock, and a strong link between the FOCUS afterschool program and the regular school day. As the school’s poverty rate increases, it becomes more challenging for all students to become successful.

Murdock School Data	
iLearn 2019 ELA	51.7% passed
iLearn 2019 Math	66.3% passed
Chronic Absenteeism	17.2% (higher than the state average)
Homeless Student Population	Increased to 10.4% in 2019

Mobility Rate	37%
Discipline Referrals - Suspension	1.7%

In 2019-2020, less than one-third of Murdock students scored above 70th percentile on average on the NWEA MAP Growth for Reading and Math. The 2019 iLearn Passing Rates were low. Only 40% of third grade students passed the Language Arts section of iLearn and only 57% of fourth graders passed. The average percentage of students below grade level at Murdock is 41% in both Reading and Math based on NWEA scores from 2019-2020.

Murdock Student Population by Ethnicity	
White	41%
Black	26%
Hispanic	23%
Multiracial	10%

Student mobility is a concerning trend in the Murdock neighborhood. For the past couple of years, Murdock has realized a transiency rate of 37%. This is an impactful issue over which the 21st CCLC FOCUS Program and local schools have no control. Transiency interrupts strategies proven to show growth and interferes with the continuity of curricula and services provided by schools.

The poverty level at Murdock has remained steadfast between 82% and 92%. Enrollment numbers hover around 250, but the mobility rate continues to be 36-38%. When these two statistics are analyzed together it is clear that Murdock welcomes new students continuously and loses them at about the same rate. A child of poverty is often replaced by another child of poverty. Families love the enrichment offered to their child(ren) through our 21st CCLC FOCUS Program. One of our Hispanic parents said, "I love the afterschool program because it enriches my boys with English language, math and reading, and many other subjects that I have difficulty providing them". This is just one of many examples that shows how our community needs this program.

2. Current Programming: There are a few choices in Lafayette for Murdock students to be involved in various afterschool programs, however, each program lacks ease of accessibility or affordability. Transportation for Murdock students to attend off-site centers is not readily available or is only available at an additional cost; the closest center is a mile from school. Unfortunately, most of the local afterschool programs in Lafayette are not affordable for a large percentage of Murdock families. Most of the affordable programs in Lafayette provide childcare options rather than highly-qualified instructional staff with scientifically-based programming, and linkages to school day-learning and staff.

Research has shown that regular communication between afterschool and school-day staff is a key indicator and is one of the best predictors for a high-quality afterschool program. FOCUS will fill in these service gaps by providing on-site high-quality, research-based programming for families at no cost.

3. Enhance or Expand:

Current programs (services, time, days, # students)	How We Expand/Enhance Service Gaps
<p>Boys & Girls Club</p> <p>Services: Afterschool child care (\$10 per year per child); transportation not available from Murdock. Crafts, sports, character development programs, snacks, board games, & homework help.</p> <p>Days & Times: M-F 3-6 PM; non-school days 10AM-4 PM. Summer camp is M-F from 9-4 PM.</p> <p># of Students: 70</p>	<ul style="list-style-type: none"> • On-site, no need for transportation • Evidence-based curriculum • High-qualified tutors • Direct connection to school-day staff • SEL curriculum • High-interest clubs • No cost to families • Field Trips
<p>Hanna Center</p> <p>Services: Afterschool childcare. Homework help, assistance with math and reading, games, daily snack, nature activities, 4-H club, yoga, STEM programs, healthy living programs, cultural activities, and crafts. Fee is \$40/child each week (CCDF vouchers are accepted). Transportation is available to Murdock students.</p> <p>Days & Times: M-F 2:45-6:00 PM</p> <p># of Students: 25-30</p>	<ul style="list-style-type: none"> • On-site, no need for transportation • Evidence-based curriculum • High-qualified tutors • Direct connection to school-day staff • SEL curriculum • No cost to families • Ability to serve more students • Field Trips
<p>Lafayette Urban Ministry</p> <p>Services: Afterschool childcare (\$25/child per week). Homework help, religious education, snacks, field trips, craft and music activities.</p> <p>The program is staffed by a professionally trained educator and an assistant. Volunteer teacher aides and several bus drivers also help. Transportation is available from Murdock to LUM.</p> <p>Days & Times: M-F from 2:45-6:00 PM</p> <p># of Students: 70</p>	<ul style="list-style-type: none"> • On-site, no need for transportation • Evidence-based curriculum • High-qualified tutors • Direct connection to school-day staff • SEL curriculum • No cost to families
<p>Bauer Family Resources Community Center</p>	<ul style="list-style-type: none"> • On-site, no need for transportation

<p><i>Services:</i> Free drop-in afterschool child care. Children under 8 must be signed in/out, but older children may use the program on an as needed basis without a parent/guardian signing them in or out. Homework help, special clubs, STEM programs, and sports/dance. Snack & dinner provided. Weekly family meals.</p> <p><i>Days & Times:</i> Monday-Friday from 2:45-6:00 PM</p> <p><i>Summer Program:</i> M-F 10:00AM-5:00 PM</p> <p><i># of Students:</i> 25-35</p>	<ul style="list-style-type: none"> • Evidence-based curriculum • High-qualified tutors • Direct connection to school-day staff • SEL curriculum • Enhanced Safety with parent sign out requirements
<p>KinderCare</p> <p><i>Services:</i> Before and after school programs. Cost is \$119/week per child for combination of before and after school care, and \$84/week per child for just after school care. Homework help, snack, bi-weekly themed literacy activities/projects and physical activities. Bus transportation is available to Murdock students.</p> <p><i>Days & Time:</i> M-F 6:00-8:00AM and 3:00-6:00PM.</p> <p><i># of students:</i> N/A</p>	<ul style="list-style-type: none"> • On-site, no need for transportation • Evidence-based curriculum • High-qualified tutors • Direct connection to school-day staff • SEL curriculum • No cost to families

4. Identified Needs:

Needs and services for the targeted population were identified by formal and informal parent and staff meetings and discussions throughout the school year (via Title I Parent Meetings, FOCUS Family Meetings, and Parent/Teacher Conferences). Also used were the biannual surveys completed by *parents/guardians and current students*. During collaborations with current and potential partners, there has been discussion around their goals in meeting the needs of this population. Needs will continue to be identified throughout the grant period and programming will adjust to meet those needs. The FOCUS Advisory Board will also be included in conversations on any community needs during quarterly board meetings.

PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaborations:

<u>Project Partners</u>	
Partner Name	Type of contributions
Purdue Division of Financial Aid	In-kind support by providing paid math and reading tutors through the Federal Work Study program. This partnership will help us meet all of our outcomes including academic success and social emotional learning.
Diehl Evaluation and Consulting Services, Inc.	Paid Support. Provide evaluation and consulting services as required by 21 st CCLC in order to meet program goals to the best of our ability by analyzing data and sharing best practices for supporting our students.
Purdue Collegiate 4-H	In-kind support by recruiting collegiate students to organize, plan, and implement an afterschool club. Having high-interest clubs help support student attendance and achievement.
Lafayette School Corp. Business Office	In-kind support by providing services to support the budgeting, accounting, and payroll needs for the FOCUS 21 st CCLC program. This partnership will allow our program staff to focus on the needs of our population and program staff.
Studio b Dance and Fitness	Paid Support. Studio b will provide two dance classes each semester with a certified dance instructor at a discounted rate as well as providing a free family fitness activity each year. Providing high-interest clubs, activities, and parent events will help the program meet our intended outcomes in attendance and parental involvement.
Covenant Church	Provide in-kind donations of student supplies, volunteers for assisting with family events and meals, fostering a positive school environment by developing relationships with families and participants. The partnership with the congregation will assist our program in providing high-quality volunteers and extracurricular clubs by having such a large, diverse group of mentors that want to help us achieve our goals.

United Way of Greater Lafayette	Provide in-kind trained, screened, and qualified volunteers to read one-on-one with 21 st CCLC FOCUS students on a weekly basis to help improve literacy skills and to mentor students.
Murdock Elementary School	Provide in-kind space throughout the building for the implementation of the 21 st CCLC FOCUS Program, provide office space for staff and storage for materials and equipment, work closely with the 21 st CCLC FOCUS Staff to align academic services for all participating students and families, provide professional development opportunities to 21 st CCLC FOCUS Staff, and allow access to pertinent information to assist in the completion of the required progress monitoring (e.g. student grades, test scores, IEP information).

Lafayette School Corporation does not combine federal, state, and local funding; however, it works to coordinate services to provide maximum benefits for students and families. 21st CCLC FOCUS will streamline contributions from Title I services, programs and staff, and other resources to decrease the dependence on 21st CCLC funding. The school corporation provides building space, equipment, utilities, and services. Title I and the 21st CCLC FOCUS Program collaborate to streamline school-day staff, tutoring, data, and homework assistance after school daily. The school corporation's food service department works with the 21st CCLC program to coordinate with the USDA and National School Lunch program to provide snacks and meals.

2. **Identifying Partners:** Partners were identified based on previous success in past years with the 21st CCLC FOCUS After-School Program or with Murdock Elementary. Partners' mission statements and organizational goals align with the purposes of the FOCUS Program. The involvement and collaboration in the application process included partners' input of needs in the Lafayette community and demographics of the target population. Partners met with FOCUS staff to share information about their programs to meet the criteria of 21st CCLC.

- *Murdock Elementary School* and the *Lafayette School Corporation Business Office* will provide building space and accounting services for the program which is necessary for daily program operation.
- *United Way* and *Purdue Federal Work-Study* will provide highly qualified and trained adults to mentor and teach program participants. These partners will help our program meet the goals of improving academic achievement by implementing evidence based reading and math curriculum, improve social and behavioral outcomes by using the Positive Action Curriculum and connecting school-day learning to out of school time, and *United Way* will help meet the goal of increasing family

involvement and education by providing parent education classes and volunteers.

- *Studio b* and *Purdue 4-H* will provide enrichment classes that our students of poverty would not normally have access to. Having high-interest clubs and enrichment activities available for the students will help improve academic achievement and improving social and behavioral outcomes such as increasing student attendance. These clubs and activities will entice the students to come to school in order to participate
- The Congregation at *Covenant Church* has developed an amazing partnership with *Murdock Elementary* and the 21st CCLC FOCUS Program. They donate time and money and supplies and volunteers to our school and program. Their musical team has started a music club afterschool. They continue to provide us with so much. The vast array of services this partner provides will help meet our intended outcomes and goals in every way.

More detailed information about each partner can be found in *attached Memorandums of Understanding* after the Assurances pages.

3. **Volunteers:** The 21st CCLC FOCUS Program will recruit volunteers in partnership with United Way, Covenant Church, and Purdue Collegiate 4H. The Purdue College of Education reaches out to the program in order to place pre-service teachers in schools and educational settings. All volunteers are interviewed by the 21st CCLC Program Director to be sure that potential volunteers have relevant out-of-school time, knowledge, and experience. *An inclusive background check must be completed by the Lafayette School Corporation via SecureVolunteer for every volunteer, parent, chaperone, and staff member.* SecureVolunteer is a third-party company that Lafayette School Corporation contracts with to complete background checks on all individuals that volunteer in order to secure the safety of students and staff. Included searches are the National Sex Offender database, criminal and public record, and an address trace. Volunteers will impact the program's needs and goals by providing consistent and safe adult mentors to assist with student achievement, projects, activities, academic and social emotional growth. Roles that our volunteers play vary greatly – reading buddies, extracurricular club teachers, parent services, gardening, providing emotional support and financial support. We are blessed.

PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

1. **Recruitment Criteria:** All Murdock students are eligible for the 21st CCLC FOCUS Program, however, students and families that receive free or reduced lunch, students that are at-risk for not passing local and statewide assessments, ELL/ESL students, and students with behavioral difficulties will be included in the target population. These students will be identified through communication with the Murdock office staff, regular school-day staff, beginning of year assessments, and evidence or previous academic struggles as taken from cumulative files. Additionally, regular school-day teachers will be able to recommend students to enroll in the program.
2. **Community Data:** The community around Murdock Elementary includes many low-income rental homes and apartments with a few single-family owned homes. Murdock experiences a high transiency rate with over *one-third of students changing schools within an academic year*. We also serve a homeless population of 10.4% and we know that not all families report this information freely, so it is assumed that this number is greater. There are several shelters and multiple transitional housing organizations within our neighborhood. One of the highest crime-ridden neighborhoods is the one surrounding Murdock Elementary according to police reports gathered by neighborhoodscout.com. Murdock is a feeder school for Lafayette Jefferson High School and it's most current drop out rate is higher than the state average at 14.1%

Murdock Neighborhood Data		
Transiency Rate	37%	
Homeless Population	10.4%	
Crime	High	
Local HS dropout rate	14.1%	
Poverty Level	Overall	20.3%
	Under 18	22%
	Black/African American	45%
	White	18%
	Hispanic	21.5%

3. **Parental Involvement:** The 21st CCLC FOCUS Program has had great success in parental involvement in the past and anticipates continuation of this success. Each month 21st CCLC FOCUS will hold at least one parent education class or family activity. Topics for the classes will be chosen after: (1) surveys on desired issues to be discussed are completed by parents at the beginning of the school

year; (2) needs are informally assessed by school staff and 21st CCLC staff by way of discussion and collaboration on the observations of needs that parents and 21st CCLC participants have. For example, if the school nurse is seeing an outbreak of head lice or illness, she could recommend that this health issue be a topic for a parents' education class. Parent education classes will always be scheduled at 5:30 PM to give most working parents the opportunity to attend. For families that have a time conflict, we will offer a recording or webinar to the families to complete on-site or at home. Through donations from local food service establishments and other community organizations, a free dinner will be served to families who attend the classes. In addition, our partners at Covenant Church provide volunteers to serve the meals and assist with family activities as well as building and fostering positive relationships. From previous parent surveys and from data collected for the Process Evaluations conducted by Diehl Evaluation and Consulting Services, parents speak highly of the classes and family dinners.

In the past, Lafayette City Police Officers, classroom teachers, local businesses, government officials, the Public Library Youth Department staff, and other community members have spoken and taught our parent education classes. In addition, FOCUS and Murdock staff will collaboratively seek and distribute information regarding available community programs and resources that students' families can utilize. Through LSC partnerships, non-English speaking parents can log in to the Rosetta Stone Language Learning program during after-school hours. Improving their English language skills will help increase confidence and the ability to help their children.

Family involvement is required to promote program ownership and sense of community. Family events and experiences coupled with a welcoming environment and positive communication between staff, program partners, and families ensures parental engagement. Specifically, 21st CCLC FOCUS Staff will foster positive relationships with families via daily contact and informal conversations, newsletters, social media posts and emails, messages, and phone calls.

4. **Snacks and/or Meals:** Lafayette School Corporation's partnership with Chartwells food service provider participates in the National School Lunch Program and administers afterschool meals for Murdock's 21st CCLC FOCUS program participants. The meal menu is planned by the Chartwells Licensed Dietician following IDOE and USDA's Child Nutrition Program guidelines. 21st CCLC FOCUS staff receive a calendar each month of the menu. Food service staff at Murdock receives the food and distributes it to 21st CCLC FOCUS Staff who then delivers it to the students after school each day.

5. Weekly Schedule

Master Schedule

Monday/Wednesday and Tuesday/Thursday

	Kindergarten	1st Grade Monday/ Wednesday	1st Grade Tuesday/ Thursday	2nd Grade Monday/ Wednesday	2nd Grade Tuesday/ Thursday	3rd Grade Monday/ Wednesday	3rd Grade Tuesday/ Thursday	4th Grade Monday/ Wednesday	4th Grade Tuesday/ Thursday
2:45-3:00	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe	Snack Cafe
3:00-3:30	Physical Education	Homework Monday LIB Wednesday LIB	Homework Tuesday 2 Thursday 2	Homework Monday 9 Wednesday 7	Homework Tuesday 8 Thursday LIB	Homework Monday 18 Wednesday 15	Homework Tuesday 14 Thursday 18	Homework Monday 17 Wednesday 18	Homework Tuesday 18 Thursday 16
3:30-4:00		Physical Education	Literacy and Writing Library	STEM/SEL Room 18	Physical Education	Crafts/Projects Cafeteria	STEM/SEL Room 18	Literacy and Writing Library	Crafts/Projects Cafeteria
4:05-4:35	Centers/ Activities	STEM/SEL Room 18	Crafts/Projects Cafeteria	Crafts/Projects Cafeteria	Literacy and Writing Library	Literacy and Writing Library	Physical Education	Physical Education	STEM/SEL Room 18
4:40-5:10		Crafts/Projects Cafeteria	STEM/SEL Room 18	Literacy and Writing Library	Crafts/Projects Cafeteria	Physical Education	Literacy and Writing Library	STEM/SEL Room 18	Physical Education
5:15-5:45	Crafts/Projects Cafeteria	Literacy and Writing Library	Physical Education	Physical Education	STEM/SEL Room 18	STEM/SEL Room 18	Crafts/Projects Cafeteria	Crafts/Projects Cafeteria	Literacy and Writing Library
Dismissal	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading	Library—Silent Reading

Specials:

Mondays 4:00-5:00 3rd Grade Science Club: Room 7 (Art)

Tuesdays 2:45-4:00 Running Club; 3:00-3:30 K-1st Dance Rm 19; 3:30-4:00 2nd-4th Dance in Rm. 19

Thursdays 2:45-4:00 Running Club; 3:45-4:30 Harmony Music Club Rm. 19

***Tuesdays:** (monthly) 4:00-5:00 Fairy Tale Steam for 2nd grade

Fun Fridays:

Movie Choice—Gym

Game Choice—Café

Tech Lab Choice—Library

Craft Choice—Art Room

Hours and Weeks of 21st CCLC Program Operation for Students and Families

School Year – Hours per day

	Week day Before school	Week day After school	Weekend Days	Evening
Hours with Students		3.25		1.5
Hours with Family members				1.5
Number of days per week		5		1
Number of weeks		36		10
Total Program Hours	0	585		15

After school time (2:45-6:00 PM) includes snack, homework help, tutoring/remediation, academic enrichment, STEM programming, physical education, and activities provided by highly-qualified staff daily. Opportunities for study trips, character education, technology education, and high-interest clubs will also be a part of programming on a regular basis.

6. **Alignment to Standards:**

Indiana Academic Standards: The 21st CCLC FOCUS Program follows the instructional calendar for Murdock and the corporation curriculum calendar that are based 100% on the Indiana Academic Standards. The students will be able to use the web-based programs IXL and Dreambox that are aligned directly with Math and Language Arts Indiana Academic Standards. Activities and lessons can be assigned to students for extra practice or enrichment as determined by the 3-week data checks. Supplemental program activities and clubs will also be aligned with state standards. The 21st CCLC FOCUS Program priority area is Social Emotional Learning. The Positive Action curriculum that the corporation and after-school program is utilizing aligns with Indiana Academic Standards in Language Arts.

Indiana Afterschool Standards: As a 21st CCLC Program, we will be using the IN-QPSA which aligns with the Indiana Afterschool Standards. Staff will have access to the Indiana Afterschool Network Academy for professional development needs. The Afterschool Standards will serve as a guideline for developing and improving the 21st CCLC FOCUS Program. We will focus on the Top Ten Quality Standards. Reference the information that is also included in the evaluation section. It has more details about how the standards and INQPSA are used.

7. **Staff Recruitment and Retention:**

- a. As part of Lafayette School Corporation, and in accordance with Board Policy we are an equal opportunity employer. All school corporation personnel who are responsible for the recruitment, interviewing, employment, and promotion of personnel shall use practices and procedures which do not discriminate against individuals because of their race, creed, color, age, religion, sex, national origin, and/or handicapping condition. The board directs the administration to develop practices and procedures and make a reasonable effort to ensure that its staff reflects the demographic composition of the geographic location from which the corporation draws its employees.
- b. In order to target individuals that are culturally, linguistically, and racially representative of youth in the program, we will recruit at cultural festivals, through multi-cultural media and in multi-cultural neighborhoods local to Murdock Elementary. We will identify multicultural leaders in our community and reach out to them about positions we have available and bring awareness to our goals and our program. *Recruiting a More Diverse Workforce* from Berkley studies found these tactics were most effective.
- c. Retaining high-quality staff in the 21st CCLC FOCUS Program will be centered around quality professional development meeting the needs of the staff in order to make them feel valuable and understood. We will

also work to provide staff with a relevant, livable wage. According to a 2006 study by “Cornerstone for Kids,” of the interviewed employees who left the after-school setting, 23% left because a higher wage was available outside the after-school setting. See table below.

Position	Proposed Wage	Average Wage*
Program Director	\$28 per hour	\$25 per hour
Lead Teachers/Tutor	\$14 per hour	\$15 per hour
Administrative Asst.	\$14 per hour	\$14.44 per hour
Family Involvement Coord.	\$22 per hour	\$13.71 per hour

*Average wage as reported from IDOE suggested website indeed.com

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

1. **Successful Recruitment and Retention:** Across the last three years of the program as funded by 21st CCLC, rates of 30+ attendance and 60+ day attendance exceeded 88%.

Rates of 30+ & 60+ Attendance (School Year)				
Site	Year	>= 30 days	>= 60 Days	Total
Focus	2014-2015	95% (n=111)	89% (n=104)	117
	2015-2016	100% (n=127)	98% (n=124)	127
	2016-2017	100% (n=113)	93% (n=105)	113

Source: EZReports Attendance Export; Local Evaluation Reports

Mean Attendance: High levels of attendance were observed, with students attending more than 140 days on average each year.

Mean Days Attended (School Year)				
Site	2014-2015	2015-2016	2016-2017	% Change 2015-2017
Focus	142.86	158.01	144.08	+0.85%

Source: EZReports Attendance Export; Local Evaluation Reports

Multi-Year Attendance: A total of 228 unique students attended the program during the Cohort 7 grant. The majority (54%) attended the program during multiple years

Years of Participation			
Years	Participation (>= 1 Day)	>= 30 Days	>=60 Days
0 Years	--	2% (n=4)	8% (n=17)
1 Year	61% (n=138)	60% (n=136)	55% (n=126)
2 Years	22% (n=51)	22% (n=49)	21% (n=48)
3 Years	17% (n=39)	17% (n=39)	16% (n=37)

2. **Attainment of Academic Outcomes**

ISTEP Proficiency: Across all years of the grant, over 80% of regular program attendees (>= 60 days) passed the ISTEP.

ISTEP Passing Rates 2009-2013 (Regular Attendees)					
Attendance Level	Subject	2015	2016	2017	% Change 2015-2017
>= 60 Days	ELA	83%	--	93%	+12%
	Math	83%	--	88%	+6%


Source: EZReports Attendance Export; Local Evaluation Reports

Benefits were observed for students attending programming during multiple years. Multiple year participants were more likely to pass the ISTEP than those who attended less frequently. The odds of passing ISTEP math were 1.87 times greater for students attending the program in multiple years.

2017 ISTEP Proficiency Rates by Years of Participation						
Years	Participation (>= 1 Day)		>= 30 Days		>=60 Days	
	Passing ELA	Passing Math	Passing ELA	Passing Math	Passing ELA	Passing Math
0 Years	--	--	--	--	--	--
1 Year	90%	80%	90%	80%	100%	90%
2 Years	78%	89%	78%	89%	80%	90%
3 Years	96%	88%	96%	88%	96%	88%

Source: EZReports Attendance Export; Local Evaluation Reports

3. 21st CCLC Local Evaluation Executive Summaries for 2014-2018

		Lafayette School Corporation (FOCUS) Site: Murdock Elementary (Cohort 7 Year 4) 2017-2018 EXECUTIVE SUMMARY			
Students Served by the Program Site During Grant Cycle					
Attendance Category	Year 1	Year 2	Year 3	Year 4	
Attendance Target	90	90	90	90	
Less than 30 days	6	0	0	1	
30-59 days	7	3	8	1	
60 or more days	104	124	105	98	
Total	117	127	113	100	
2017-2018 Progress Toward Academic Performance Measures					
Result	Academic Performance Measures and Annual Target				
90%	(Grades 3-4) 85% of regular attendees will pass the ELA section of the ISTEP assessment (annually: 2015, 2016, 2017, 2018). <u>Note: As of the reporting period, ISTEP has not been officially released.</u>				
83%	90% of elementary regular attendees will earn a "B" or better in reading/language arts during the spring semester (annually: 2015, 2016, 2017, 2018).				
+14%	Spring proficiency rates on the English/Language Arts portion of the DIBELS reading assessment will increase from fall proficiency rates by 9% in Year Four of the program at Murdock Elementary.				
+11%	Spring proficiency rates on the English/Language Arts portion of STAR will increase from fall proficiency rates by 4% in Year Four of the program.				
88%	(Grades 3-4) 85% of regular attendees will pass the math section of the ISTEP assessment (annually: 2015, 2016, 2017, 2018). <u>Note: As of the reporting period, ISTEP has not been officially released.</u>				
81%	90% of elementary regular attendees will earn a "B" or better in Math during the spring semester (annually: 2015, 2016, 2017, 2018).				
+49%	Spring proficiency rates on the Math portion of the DIBELS/mClass will increase from fall proficiency rates by 9% in Year Four of the program at Murdock Elementary.				
+17%	Spring proficiency rates on the Math portion of STAR will increase from fall proficiency rates by 4% in Year Four of the program.				
NA	75% of regular attendees (4 th Grade) will pass the Science section of the ISTEP assessment (annually: 2015, 2016, 2017, 2018). <u>Note: As of the reporting period, ISTEP has not been officially released.</u>				

4. 21st CCLC Professional Development Plans from 2016-2018 (2 years)

Professional Development Activities – 2016-2017			
Professional Development Activity	Provider of Activity	Relevant Program Objective	Expected Staff Outcomes
Define high-quality afterschool program, introduction to FOCUS goals, and review research-based intervention programs to be used	Program Director	All objectives are introduced, programs used to meet these objectives will be presented	Basic knowledge of program organization and its goals, practical application of research-based programs to be used
Individual conferences to review evaluations and observations	Program Director and/or FOCUS Board Member	To monitor quality of instruction in order to meet all program objectives	Improved instructional strategies and relationships with students
On-site professional development: Arts Integration Strategies	Murdock certified staff trained in Arts Integration	Increase language arts and math scores; to better instruct multiple intelligences; improve student behaviors and attendance by integrating high-interest activities	Improved instructional strategies, improved behavior management strategies
Review Mid-year process evaluation brief from Diehl	Program Director and/or FOCUS Board Members and/or Dr. Diehl	Improved student behaviors; Increased attendance with students and families	Discussion of strength and weaknesses will help improve overall program efficiency and effectiveness
Review Site Visit results from the Center for Evaluation and Educational Policy	Program Director and/or FOCUS Board Members	Increased academic achievement	Improve on weaknesses and celebrate strengths to improve overall program
Monthly staff meetings will have embedded professional development according to the needs of staff	Program Director and/or Murdock Certified teachers	Potentially, this could be relevant to all program objectives	Improved efficiency & instructional strategies, behavior management

5. 21st CCLC Monitoring Visit and Results (2016) (Most recent)

Compliance Domain	Compliance Indicator Addressed	Strategies to Address Compliance Deficiency
Staff Management	*SM.4: The grantee recruits, screens, and trains volunteers to effectively support programs	We will develop a volunteer policy, training agenda, and training log.
Staff Management	SM.5: The grantee maintains a regular staff meeting schedule	A staff meeting calendar will be provided to all employees at the beginning of their employment
Program Implementation	PI.4: The grantee maintains and implements strategies to ensure the student/staff ratio is appropriate and safe for the specific activity	The program will develop staff/child ratio policies for the staff handbook.
Program Implementation	PI.11: the grantee employs inquiry-based activities, that are experiential, hands on, and learner directed as part of the academic curriculum.	Program will implement more experiential STEM activities during programming.
Program Implementation	PI.14: The grantee provides transportation to meet the needs and schedule of students who participate.	Program will develop transportation documents of policies
Program Evaluation	PE.4: The grantee identifies and share promising practices that are identified through evaluation procedures.	Program will document when we share our reports.
Organizational Commitment and Capacity	OCC.2: the grantee has developed a resource development plan including the pursuit of funding and in-kind support to sustain the program as grant support decreases	Document and update the resource development plan
Organizational Commitment and Capacity	OCC.3: The grantee maintains documentation of contributions (in-kind or financial resources)	Create a Contributions Tracking Sheet and keep it updated
Organizational Commitment and Capacity	OCC.4: The grantee has established linkages with other federal state, and local agencies to coordinate and maximize the use of available resources.	Save documentation of meetings and conversations with agencies regarding funding resources

PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming:

- a. Increasing academic achievement goals of 21st CCLC FOCUS participants will be met with evidenced based programming such as Dreambox, IXL, Starfall, and Reading Eggs. These programs work at the students’ own level and therefore are easy to implement and adapt to student growth. In addition to these programs, academic goals will also be met by implementing other program activities such as Read to Succeed Volunteers and high-interest lessons in student-selected topics to create a love of learning.
- b. The priority area in which the 21st CCLC FOCUS Program has chosen is Social Emotional Learning. The evidence-based programming we are using for this priority area is Positive Action. This program introduces and builds on students’ social and emotional skills. The units align with CASEL’s domains of: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. They participate in discussions, plays, crafts, and storytelling to reinforce the learning objectives.

Program Implementation Chart

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and Math	<p>1a. Homework assistance will be provided daily</p> <p>1b. ELL students will have the opportunity for extra help if needed.</p> <p>1.1.a Language arts curriculum will be available to students electronically through Reading Eggs and Starfall.</p> <p>1.1.b. Literacy enrichment will also be provided in the Positive Action Curriculum, STEM activities, games, 4H, science club, and</p>	<p>1.1.1) 60% of regular attendees (kindergarten) will earn a “3” or better or increase their reading grade from fall to spring.</p> <p>1.1.2) 60% of regular attendees (kindergarten) will earn a “3” or better or increase their math grade from fall to spring.</p> <p>1.1.3) 60% of regular attendees (grades 1-4) will earn a “B” or better or increase their reading grade from fall to spring.</p>	<p>1.1.1-1.1.4) Final Report Card Grades for Math and ELA (Fall and Spring)</p> <p>1.1.5) DOE Teacher Survey</p>

		<p>Read to Succeed by United Way.</p> <p>1.1.c Math curriculum will be provided to students electronically with Dreambox.</p> <p>1.1.d Math enrichment will also come from hands-on STEM activities, games, and high-interest clubs such as 4H and Science Club</p>	<p>1.1.4) 60% of regular attendees (grades 1-4) will earn a "B" or better or increase their math grade from fall to spring.</p> <p>1.1.5) 60% of regular attendees will improve or need no improvement in 'academic performance' in spring, as reported school day teachers (DOE Teacher Survey).</p>	
	1.2) Improve academic habits	1.2.a. Students will receive daily homework help from highly-qualified staff and school-day Title I Assistants in order to complete homework correctly and completely.	1.2.1) 75% of regular attendees will improve or need no improvement 'completing homework to his/her teacher's satisfaction' in spring, as reported school day teachers (DOE Teacher Survey).	1.2.1) DOE Teacher Survey
2) Improve social and behavioral outcomes	2.1) Improve social/emotional learning	2.1.a. Staff will implement the research-based <i>Positive Behavior</i> curriculum that is being utilized during the school day. Students will participate in discussions, plays, crafts, and storytelling to reinforce the learning objectives in positive behavior.	<p>2.1.1) 75% of regular attendees will improve or need no improvement in "self-confidence" by spring, as reported school day teachers (DOE Teacher Survey) (SEL Priority).</p> <p>2.1.2) 75% of regular attendees</p>	2.1.1-2.1.2) DOE Teacher Survey

		2.1.b. Staff will specifically focus on building the social emotional skill set for effectively dealing with trauma.	will improve or need no improvement 'identifying their own emotions' by spring, as reported school day teachers (DOE Teacher Survey) (SEL Priority) .	
	2.2 Improve in-school or afterschool behavior	2.2.a. Staff will implement the research-based <i>Positive Behavior</i> curriculum that is being utilized during the school day. Students will participate in discussions, plays, crafts, and storytelling to reinforce the learning objectives in positive behavior.	2.2.1) 75% of regular students will improve or need no improvement in "classroom behavior" by spring, as reported school day teachers (DOE Teacher Survey). 2.2.2) 75% of regular students will receive two or fewer office referrals for disciplinary issues, as reported by end-of-year behavior reports (ClassDojo).	2.2.1) DOE Teacher Survey 2.2.2) School Disciplinary Records (ClassDojo)
3) Increase family involvement	3.1 Increase family involvement with students' education at home	3.1.a. Fun and interesting Family Activities from the Positive Behavior Family Toolkit will be given to students and families to do together at home. 3.1.b. Education activities will go home monthly with students to add to their collection at home (puzzles, cards, games, markers,	3.1.1) 85% of parents will report regular participation ("a few times a week" to "daily") in parental engagement activities, as reported on the Quality Improvement Scale (Spring).	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)

		crayons, activity books, dice, etc.)		
	3.2 Increase family involvement with students' school	<p>3.2.a. Parent education topics will be of high-interest to parents based on surveys taken at the beginning of the year.</p> <p>3.2.b. Communication about Family Events will be consistently communicated in person, on paper, with signage, mass messages, e-mail and social media.</p> <p>3.2.c. Awards and recognition to families with the greatest participation will be given.</p> <p>3.2.d. Student work or student performances will be connected to family events as is possible.</p>	3.2.1) 70% of parents will attend at least 3 school-sponsored family sessions (annually) as reported on the Spring Quality Improvement Scale.	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

1. Communication Plan: Communication between 21st CCLC afterschool staff and school-day staff has always been a priority – the partnership between the two entities is seamless. 21st CCLC Director has access to all academic records including grades, assessment data, attendance, and behavior as needed.
 - a. School Leadership Communication: The 21st CCLC Program Director will continue to work closely with school leadership including the building principal daily and the school board and superintendent monthly.
 - b. School-Day Staff Communication: School-day staff including teachers, lunch and recess supervisors, teaching assistants, office staff, and the custodial staff will have daily communication with 21st CCLC afterschool staff and the program director.
 - i. The 21st CCLC Program Director will be able to access student academic records through PowerSchool and by cooperating with the Murdock Principal, Title I Lead Teacher, and classroom teachers.
 - ii. 21st CCLC Program Director will join in school-day staff tri-weekly data meetings for the 8 Steps Process for improving student outcomes. The afterschool staff will also mimic day time teacher expectations by following the school wide Positive Behavior Plan.
 - c. Community Stakeholders Communication:
 - i. The 21st CCLC FOCUS Program Director will communicate with community stakeholders by way of monthly newsletters via e-mail, social media, school websites, and in-person program events.
 - d. Families of Program Participants Communication: We are so lucky in that we are primarily a walking school and therefore are able to see and speak with each participant's family each day at pick-up time. The 21st CCLC FOCUS Program Director will also be able to communicate via mass messenger services as well as personally handing monthly newsletters and announcements to parents as needed. The 21st CCLC FOCUS Program at Murdock excels at communicating with our participants and families. We build relationships with every family and better those relationships with love and understanding.
2. 21st CCLC Terminology: All 21st CCLC FOCUS Program materials will be edited by the program director to say, "21st CCLC FOCUS Program," in lieu of "FOCUS" or "Murdock After-School Program." We will refer to ourselves as a 21st Century Community Learning Center and use the logo and verbiage on all program materials.

PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

1. See **Professional Development Plan Template**

2. **Professional Development Assessment:** In order to provide efficient, appropriate professional development to program staff throughout all grant years, the needs of staff members and programming will be assessed frequently with informal and formal quarterly evaluations. These evaluations will show the 21st CCLC FOCUS Program Director and Board of Advisors where improvements can be made in regards to direct instruction, behavior management, and leadership. Quarterly formal evaluation of student achievement data, as well as required bi-annual staff, family, and student surveys will be analyzed by 21st CCLC Program staff in partnership with Diehl Consulting Group in order to make improvements in programming. 21st CCLC FOCUS Staff will be able to attend off-site workshops and conferences hosted by the Lafayette School Corporation, formal on-site workshops, professional development opportunities embedded within afterschool staff meetings led by the building principal and online professional development as deemed necessary by the IN-QPSA and staff observations.
3. **Staff Plans:**
 - a. **Program Director professional development** will be aligned with the needs shown by data collected by formal and informal observations from the Board of Advisors, the IN-QPSA, IDOE, and Diehl Consulting Services. The Board of Advisors will recommend specific professional development trainings to meet these needs.
 - b. **Direct Service Staff professional development** will be aligned the needs shown by each individual and as a whole by data collected by formal and informal observations from the Board of Advisors and Program Director, the IN-QPSA, IDOE, Diehl Consulting Services as well as the bi-annual surveys completed by school staff, parents, and participants.
 - c. **CYC Credential** will be considered for credentialing for all direct service staff members.
4. **Enhancing Quality:** Professional development activities will serve to enhance program quality and help meet the program goals and objectives by reflecting the needs discovered from analyzing data obtained from formal and informal observations, bi-annual surveys, the IN-QPSA, IDOE, and evaluations from Diehl Consulting.



IDOE 21st CCLC Program Professional Development Plan

Program Name	Lafayette School Corporation
Program Director	Kimmy Wright

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	Lafayette School Corporation
Program Director	Kimmy Wright
Dates of Implementation	June 1, 2020—June 30, 2021

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
<i>Leadership Development</i>	<i>ULead</i>	<i>Improve team dynamics Improve team communication skills</i>	<i>Improved efficiency of program operations</i>	<i>Program Director - 1 Site Coordinator - 2 Front Line Staff - 7</i>	<i>4</i>	<i>\$1,500</i>	<i>50% from 21st CCLC 50% from Title II</i>	<i>January 2020</i>	<i>Professionalism</i>
Kick Off!	Program Director, Murdock Principal, and Title I Lead Teacher	Define high-quality afterschool program introduction to 21 st CCLC FOCUS goals, go over daily schedule, staff expectations, and review the research-based intervention programs to be used.	Basic knowledge of program organization and its goals, practical application of research-based programs to be used in order to meet the presented goals and objectives.	Program Director - 1 Front Line Staff - 10	1	\$0	N/A	August 2021	Professionalism and Developmental practice methods

IDOE 21st CCLC Program Professional Development Plan

SafeSchools Trainings	Lafayette School Corporation	SafeSchools required trainings cover blood-borne pathogens, bullying, sexual harassment, checks and balances, human trafficking.	Insuring safety and reliability of all staff; insuring safety of program participants	Program Director – 1 Front Line Staff 10	3	\$0	N/A	August – October 2021	Professionalism and Relationship and Communication
Monthly Corporation Elementary PD	Lafayette School Corporation	Improve connection between school-day processes and after-school staff; varying topics including trauma, inclusion, English Language Learners, Positive Behavior, Social Emotional Learning, Cultural Responsiveness, E-Learning, Equity, etc.	After-school staff will have a connection with day-time staff; school-day processes and expectations will be integrated with after school program staff to create a well-connected, streamlined experience for participants	Program Director – 1 Front Line Staff 10 (staff will alter when/who attends and how often)	12	\$0	N/A	August 21- May 22	All competencies would be covered
Individual Staff conferences to review evaluations and observations	Program Director and/or 21 st CCLC FOCUS Advisory Board Members	Improve staff quality in regards to teaching, behaviour management, professionalism, use of programming	Improves all areas of the program in relation to staff efficacy	All 21 st CCLC staff	4	\$0	N/A	September 21-May 22	All competencies



IDOE 21st CCLC Program Professional Development Plan

Various Trainings planned based upon IN-QPSA	Indiana Academy for Out-of-School Learning & Indiana Afterschool Network	Training Objectives will vary (as needed based on IN-QPSA)	Improve all aspects of program quality	Program Director and direct service staff	50	\$75 x 9 staff	21 st CCLC	All year, as needed	All Competencies
Positive Action Trainings throughout the year	Kathryn Parthun, LSC Director of Social + Emotional Learning	Train, prepare, reinforce, and reteach the Positive Action curriculum in order to meet our 21 st CCLC goals	Improve the utilization of the research-based program by all staff	Program Director and all other staff	10	\$0		Monthly as a refresher	Developmental Practice Methods
Trauma Informed Practices (ongoing)	Kathryn Parthun	Train staff specifically on building the SEL skill set for effectively dealing with trauma; understanding trauma; and using trauma-informed practices	Improve all aspects of program quality by effectively supporting our students with care and understanding	All staff	20	\$0		Monthly, as needed, and as offered by the corporation	All competencies

Professional Development Plan Cost:

Total Estimated Cost	\$675 +\$599 for IDOE 21 st CCLC	% of Total Budget	1%*
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***Professional Development budget is low due to the fact that the Lafayette School Corporation and Murdock Elementary professional development opportunities are FREE to our 21st CCLC FOCUS After-School Staff members.**

EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

1. Evaluation Plan.

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Section 8**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU).

Type of data to be collected. Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, school achievement data, and school behavior data. Data are described in detail in the table below.

When data will be collected. Timelines for data collection are included in the following table. Data will be collected and entered into Cayen based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support this process by overseeing data imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry.

Instruments used to collect data. Instruments have been developed/identified to address all aspects of the evaluation plan (see Data Sources, Instruments, and Data Collection Timeline table.)

Data Sources, Instruments, and Data Collection Timeline	
Data Type/ Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM)
Demographics: <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
Achievement: <i>Spring (Annually)</i>	Student Report Card Grades (K-5): The evaluation will examine participants' semester report card grades (reading, math). <i>PM: 1.1.1-1.1.4</i>
Attendance: <i>Entered weekly and submitted monthly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance graduation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i>	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j)

	identifying emotions, and (k) homework completion. <i>PM: 1.1.5, 1.2.1, 2.1.1, 2.1.2, 2.2.1</i>
Stakeholder Perceptions of Program Quality: <i>November and April (Annually)</i>	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement, and overall program satisfaction. <i>PM: 3.1.1, 3.2.1</i>
Site Observations: <i>Fall and spring (Annually)</i>	IAN Standards-Based Observation: An observation tool developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.
Behavior: <i>Spring (Annually)</i>	Office Referrals: Number of referrals to the office for disciplinary issues. <i>PM: 2.2.2</i>

Use of evaluation data to drive program improvement: The Program Director and staff, in partnership with DCG, will utilize program evaluation data to make necessary program improvements. DCG has developed a Program Improvement Worksheet that will accompany reports provided to the program. The worksheet includes areas for improvement, program staff comments, proposed improvement strategies, resources needed, and a timeline. This worksheet will be completed by staff in collaboration with evaluators to guide the development of improvement strategies, and the worksheets will support program improvement meetings. Program improvement will be incorporated into regular staff meetings, and reports/improvement worksheets will be reviewed in staff meetings as applicable. Staff will be encouraged to contribute to planning. Through the advisory council and IN-QPSA team, multiple stakeholders (including school staff, parents, and students) will guide the program improvement process. These groups will review evaluation data and vet program improvement plans. DCG staff will be available to support these processes throughout the grant. As described in the following section, DCG instruments and reporting are aligned with the IDOE guidelines and the IN-QPSA process. Afterschool Standards will be incorporated into the evaluation recommendations where applicable.

2. Local Evaluator

As noted above, Diehl Consulting Group (DCG) has been selected to serve as the local evaluator. During the last 20 years, DCG has provided evaluation services to over 75 federal-, state-, and locally-funded afterschool sites.

Select Experience
DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth

development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.
DCG has served as Indiana's state evaluator for 21 st CCLC since 2018.
DCG staff include a former 21 st CCLC Project Director responsible for the management of four state and federal 21 st CCLC grants and a former 21 st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 st CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 st CCLC and is currently partnering with AIR on the statewide evaluation of 21 st CCLC in Texas.
DCG staff were on the original IDOE 21 st CCLC Advisory Council and are current members of the 21 st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 st CCLC Program Evaluation Guidelines, Indiana's 21 st CCLC Teacher Survey, and performance measures framework
Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
DCG staff have experience using the state data collection system (Cayen).

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template has been created by DCG that aligns with the Indiana 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report. **Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):** DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards*

inform the development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

21 st CCLC Report Timeline		
Report Type/ Description	Report Date	Required Components
Aggregated Final Report (Summative) Provides summative evaluation results for all four years of the grant, reports progress for all performance measures.	summer '25	Program Quality, Attendance Trends, Performance Measures
Year End Report (Summative) Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends.	summer '22, '23, '24, '25	
Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
Stakeholder Survey Reports (Formative) Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and staff.	Jan./June annually	Program Quality
Site Visit Report (Formative) Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
IN-QPSA Report and Action Plan (Formative) Data generated from online IN-QPSA site and Action Plan Developed by IN-QPSA Assessment Team.	Annually based on IDOE guidelines	
Program Improvement Worksheet The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline.	Ongoing	

3. Strategies of Measurement

Relevance. Performance measures have been developed and are included in the Program Implementation table. The selected measures have been developed in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans.

Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	
Academic Achievement	Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPS who have increased their grade or maintained a B (or "3" for kindergarten) or higher. Additionally, teacher perceptions of students' improvements related to academic performance will be drawn from the DOE Teacher Survey. Academic enrichment and tutoring are key components of the 21st CCLC program, and academic improvements are expected for program participants.
Academic Habits	Teachers' perceptions of homework completion will be examined using the DOE Teacher Survey. Given the program's focus on homework help and tutoring, it is theorized to support improvements to homework completion.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning will be assessed using the DOE Teacher Survey. Specific items utilized will measure students' self-confidence and ability to identify their own emotions. A variety of group, character education, and teambuilding activities will be offered through the program. These activities are theorized to promote improved social-emotional learning outcomes, including self-confidence and emotional awareness.
In-School or Afterschool Behavior	Behavior will be assessed using classroom discipline recorded by Murdock teachers in the ClassDojo system. Programming offered through 21 st CCLC supports pro-social behaviors and is theorized to support decreased disciplinary infractions in the classroom.
Family Engagement	
Family Involvement in Student's Education at Home	Family engagement will be measured using items from the Quality Improvement Scale. Specifically, the evaluation will examine the frequency of parents' participation in engagement activities (e.g., talking about the school day, homework review, studying for tests) with their child. Programs will promote family engagement through parent and family events.
Family Involvement with Student's School	Families' involvement with their students' schools will be assessed by the percentage of family members who report attending school-sponsored family events on the parent/caretaker version the Quality Improvement Scale. The program will support the relationship between families and their children's schools by serving as a convener and liaison for families.

SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

- 1) **Transportation To and From:** The 21st CCLC FOCUS Program is on-site at Murdock Elementary School. The great majority of program participants are labeled as “walking students,” by the Lafayette School Corporation based upon the close proximity of homes to our building. Families are able to utilize the availability of the CityBus and Trolley which are FREE to students and are stationed across the park from Murdock. 21st CCLC FOCUS Program participants will not need school bus transportation throughout the academic year. The 21st CCLC FOCUS Program does and will continue to require adult pick-up with proper ID to dismiss students from the program.
 - a. As we are located in the Murdock Elementary School building and stay on site, the building principal has a signed Memorandum of Understanding related to the facility including classroom, cafeteria, gym, and school equipment.
- 2) **Needs of Working Families:** The 21st CCLC FOCUS Program holds hours of operation beginning immediately after the school bell rings until 6:00pm. Any responsible adult that is listed as a pick-up person for students can pick up students anytime between 3:30 and 6:00 with emphasis added to allowing students to stay as long as possible in order to receive maximum benefit. Exceptions to the 6:00 end time are made on a case by case basis for families who require a 15-minute leeway due to work schedules.
- 3) **On-Site Safety:** The safety of 21st CCLC FOCUS Participants will be maintained on site by keeping all building doors locked and closed at all times. Visitors entering the building will need to be allowed in by office staff after identification is made. All participants must be signed out by an approved pick-up adult based on their registration. Current legal alerts will be communicated to all 21st CCLC FOCUS staff in order to protect students to the best of our ability. Any off-site activity safety will be maintained by keeping adult to student ratios at or near 1:5 and never exceeding 1:10. Students who are off-site for a study trip will not be allowed to leave or be signed out and removed from the off-site location without prior written permission from a parent or guardian.
- 4) **Hiring Practices:** All program staff are employees of the Lafayette School Corporation and are required to pass in-depth background checks performed by SafeHiring Solutions and the Department of Child Services. The 21st CCLC FOCUS Program does not require all employees to be licensed teachers or possess the CYC Certification, but positions such as Program Director and Site Coordinator will require a teaching license or college degree. All other staff will have a minimum of 60 college credit hours or pass the Paraprofessional Exam. They will also have basic first aid training by our school nurse and have knowledge of student medical concerns in order to react appropriately if needed. Direct Service Staff

will also be able to Red Cross First Aid certification. Lafayette School Corporation requires a building first responder to be on site when students are present.

- 5) **Background checks:** Background check results and personal information is kept on file at the Lafayette School Corporation Hiatt Administration building in a secure location – this information is not kept on site at Murdock Elementary School at all.

BUDGET – SEE BUDGET WORKSHEETS

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: **Lafayette School Corporation**

Applicant Federal ID Number: **35-6002558**

Applicant DUNS#: **72060163**

Code Descriptions	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchased Services	General Supplies	Property	Line Totals
		Certified & Non Certified	Certified	Certified & Non Certified	Certified						
11000	Instruction	\$ 76,160.00	\$ -	\$ 5,827.00	\$ -	\$ 3,000.00	\$ -	\$ -	\$ 4,000.00	\$ -	\$ 88,987.00
21000	Support Services - Student	\$ -	\$ -	\$ 13,312.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,562.00
22100	Improvement of Instruction (professional development)	\$ -	\$ -	\$ -	\$ -	\$ 12,079.00	\$ -	\$ 599.00	\$ -	\$ -	\$ 12,678.00
22900	Other Support Services-Admin	\$ 55,440.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,440.00
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ 178.00	\$ -	\$ 14.00	\$ -	\$ -	\$ -	\$ 140.00	\$ -	\$ -	\$ 332.00
33000	Community Service Operations (parent engagement)	\$ 7,980.00	\$ -	\$ 611.00	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00	\$ -	\$ 9,591.00
Column Totals		\$ 139,758.00	\$ -	\$ 19,764.00	\$ -	\$ 15,079.00	\$ -	\$ 739.00	\$ 6,250.00	\$ -	\$ 181,590.00
LEA Indirect Cost Rate List		0.31%									
Subtract the amount above \$25,000 (per individual contracted service) from your total budget:											
Total after deducting Property: \$ -											
Total Available for Indirect Costs: \$ 181,590.00											
Amount of Indirect Cost to be used: \$ 562.93											
Grand Total After Indirect Cost: \$ 182,152.93											

21st CCIC Budget Details

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

1. Enter

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

BUDGET CATEGORY

Activity Total Cost

Expense	Instruction: General Supplies	\$2,000.75
Program Director	Other Support Services: Salary (Cert./Non Cert.)	\$ 39,200.00
Administrative Assistant	Other Support Services: Salary (Cert./Non Cert.)	\$ 16,240.00
Lead Teachers	Instruction: Salary (Cert./Non Cert.)	\$ 76,160.00
Family Involvement Coordinator	Community Service Operations: Salary (Cert./Non Cert.)	\$ 7,980.00
IVY Kids Registration	Improvement of Instruction: Professional Services	\$ 750.00
Out of School summit Registrations	Improvement of Instruction: Professional Services	\$ 375.00
Hotel for IVY Conference	Improvement of Instruction: Other Purchased Services	\$ 250.00
Hotel for Summit	Improvement of Instruction: Other Purchased Services	\$ 250.00
Mileage for Conferences	Improvement of Instruction: Other Purchased Services	\$ 99.00
Academic/Enrichment Supplies	Instruction: General Supplies	\$ 4,000.00
Supplies for Family Involvement	Community Service Operations: General Supplies	\$ 1,000.00
Program Director Social Security	Support Services (Student): Benefits (Cert./Non Cert.)	\$ 2,999.00
Program Director Medical Insurance	Support Services (Student): Benefits (Cert./Non Cert.)	\$ 9,070.00
Administrative Assistant Social Security	Support Services (Student): Benefits (Cert./Non Cert.)	\$ 1,243.00
Lead Teachers Social Security	Instruction: Benefits (Cert./Non Cert.)	\$ 5,827.00
Family Involvement Coordinator Social Security	Community Service Operations: Benefits (Cert./Non Cert.)	\$ 611.00
Field Trips - Bus Mileage	Transportation: Other Purchased Services	\$ 140.00
Field Trips - Driver Wage	Transportation: Salary (Cert./Non Cert.)	\$ 178.00
Field Trips - Driver Social Security	Transportation: Benefits (Cert./Non Cert.)	\$ 14.00
IAN Academy for PD	Improvement of Instruction: Professional Services	\$ 675.00
High-Interest Club -Studio b dance	Instruction: Professional Services	\$ 3,000.00
Extra Curricular Clubs	Support Services (Student):General Supplies	\$ 1,250.00
Local Evaluation by Diehl Consulting Group	Improvement of Instruction: Professional Services	\$ 10,279.00

Do not edit the table below

Budget Category Reference	Category Total
Instruction: Salary (Cert./Non Cert.)	\$ 76,160.00
Instruction: Benefits (Cert./Non Cert.)	\$ 5,827.00
Instruction: Professional Services	\$ 3,000.00
Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ -
Instruction: General Supplies	\$ 4,000.00
Instruction: Property	\$ -
Support Services (Student): Salary (Cert./Non Cert.)	\$ -
Support Services (Student): Benefits (Cert./Non Cert.)	\$ 13,312.00
Support Services (Student): Professional Services	\$ -
Support Services (Student): Rentals	\$ -
Support Services (Student):Other Purchased Services	\$ -
Support Services (Student):General Supplies	\$ -
Support Services (Student):Property	\$ -
Improvement of Instruction: Salary (Cert./Non Cert.)	\$ -
Improvement of Instruction: Benefits (Cert./Non Cert.)	\$ 12,079.00
Improvement of Instruction: Professional Services	\$ -
Improvement of Instruction: Rentals	\$ 599.00
Improvement of Instruction: Other Purchased Services	\$ -
Improvement of Instruction: General Supplies	\$ -
Improvement of Instruction: Property	\$ -
Other Support Services: Salary (Cert./Non Cert.)	\$ 55,440.00
Other Support Services: Benefits (Cert./Non Cert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ -
Other Support Services: Property	\$ -
Operations and Maintenance: Salary (Cert./Non Cert.)	\$ -
Operations and Maintenance: Benefits (Cert./Non Cert.)	\$ -
Operations and Maintenance: Professional Services	\$ -
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -
Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Transportation: Salary (Cert./Non Cert.)	\$ 178.00
Transportation: Benefits (Cert./Non Cert.)	\$ 14.00
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -
Transportation: Other Purchased Services	\$ 140.00

PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

1. Program Stability: The proposed 21st CCLC FOCUS programming will be sustained in the absence of 21st CCLC funds through current and newly developed program partners and with planned, intentional advocacy for our program and our participants. The 21st CCLC FOCUS Board will seek out additional grants, expand current partnerships, explore other youth-centered programs in our community, reach out to local foundations, businesses, and corporations that support education. We plan to increase our presence with advocacy and marketing by sharing our story about family and student success to stakeholders using marketing tools and media; inviting stakeholders to come into our program and activities; staying in touch with our local government agencies and politicians to invite them to be a part of our events.

During the school years 2018-2019 and 2019-2020, the FOCUS Program was able to be minimally sustained by using the aforementioned methods. We utilized other community grants, fundraising efforts with community partners and business, and growing our relationship with local churches.

- a. The 21st CCLC FOCUS Program will increase local capacity by continuing to develop and grow community partnerships to ensure the continuation of services. We have had much success in the realm of funding from churches near and far, previous partners to the program or Lafayette School Corporation, community foundations and organizations, as well as private citizens when faced with uncertainty.
- b. In order to increase sustainability and available program resources we will reach out and develop relationships with stakeholders. One in particular would be the directors of a soon-to-be Boys and Girls Club near our location. We will seek to share spaces and resources as the organization grows. This is our Goal for Year 1 of funding – to make valuable connection with potential new partners. We would be able to increase capacity and resources with this relationship.
- c. If the goal for year 1 is achieved in developing a positive relationship with other community partners including the future Boys and Girls Club, we could expand capacity, programming and activities to the new planned facility for our students at our site.
- d. Many of the 21st CCLC FOCUS staff members are students of Purdue University and have diverse connections to programs, fraternities, and sororities on campus. Previously these staff member connections have successfully provided the program with quality volunteers, extracurricular activities, clubs, materials and supplies, as well as monetary donations for program sustainability.

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