



REQUEST FOR PROPOSAL (RFP)

Application Due	August 12, 2020; 11:59 p.m. EST
Electronic Submission Process	Submit the application here
NAME OF LEA OR ORGANIZATION	MUNCIE COMMUNITY SCHOOLS
ADDRESS	4301 S. Cowan Road, Muncie, IN 47302
COUNTY	DELAWARE
NAME OF CONTACT PERSON	DR. LEE ANN KWIATKOWSKI
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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
Grissom Elementary School #1470	81%	F	60	K-5 TH

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
GRISSOM ELEMENTARY	3201 S Macedonia Ave, Muncie, IN 47302	MUNCIE/DELAWARE

TOTAL GRADE LEVEL(S) TO BE SERVED	K – 5
PRIORITY AREA (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	LITERACY
OPERATING HOURS (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER SCHOOL: 2:45 – 5:45 P.M. SUMMER SCHOOL: 9:00 A.M. – 12:00 P.M.
PROGRAM INCOME DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No

ASSURANCES

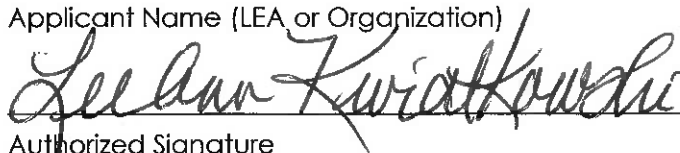
The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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

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

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

Muncie Community Schools

Applicant Name (LEA or Organization)



Authorized Signature

8/11/2020

Date X

PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Muncie Community Schools (MCS) and the Muncie YMCA are partnering to establish a new afterschool and summer school program, *Amazing Astros*, for learners and their families at Grissom Elementary School in Muncie, IN. The literacy-based *Amazing Astros* program includes grades K-3 during the first year (2021-2022), extending to grades 4-5 the following year. Learners attend for three hours, Monday-Friday during the school year and three hours, five days a week for four weeks during the summer.

Literacy serves as the academic focus area and is extended from the school day. MCS teachers will guide the literacy learning through new and engaging learner literacy materials. The Muncie YMCA will provide a secondary focus on physical activities and nutritional practices. Character development/social-emotional learning will be embedded throughout the program. The framework, goals, and expected outcomes of *Amazing Astros* reflect MCS research-driven best practices for Title I schools as described in the June 2020 *MCS Innovation Plan and Strategic Plan* and utilizes the YMCA's historic service in the Muncie community to children and youth.

2. PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

2.1 Minimum Criteria

Grissom Elementary School in Muncie, IN meets the 21st Century Community Learning Centers (21st CCLC) grant criteria. Grissom is a Title I school with 471 students in kindergarten through grade 5. A vast majority, 81 percent of the student population, receives free and reduced meals. Grissom also meets the qualification for the state's rating of schools, receiving an "F" for the 2018-19 school year by the Indiana Department of Education and the continuation of an "F" for the 2019-20 as all schools received the previous year's rating since state testing could not occur due to the Covid-19 pandemic.

Muncie Community Schools (MCS), which receives funds through Title I, Part A, and the YMCA of Muncie jointly submit the 21st CCLC grant application with MCS serving as the fiscal agent. The YMCA of Muncie began in 1875 with a mission to provide programs that build a healthy spirit, mind, and body for all, which it has faithfully done for 145 years in the city of Muncie and in the surrounding area. The YMCA operates under the 501(c)3 provision of the U.S. Internal Revenue Code.

2.2 Origin of Partnership

For decades, the Muncie YMCA's programs have served families that included students from MCS. In 2017, the school district's emergency managers (as appointed temporarily by the Indiana State Legislature), requested a formal partnership with the YMCA. Prior to that time, MCS led the elementary afterschool programs but found securing staff and maintaining financial resources to be difficult. The manager approached the YMCA to lead the schools'

onsite afterschool programs, emphasizing the need for “safe spaces and places” for Muncie youth as too many were home alone after school.

The YMCA agreed to the partnership and in 2017 began afterschool programs in six of the seven elementary schools (with Ball State historically providing the afterschool program at Longfellow Elementary). The YMCA program is fee-based, with families paying on a sliding scale, to maintain the program’s financial stability. The enrollment fee prohibits some families from participation. MCS and the YMCA’s goal is to remove that barrier by providing a no-cost, afterschool program at Grissom Elementary. The *Amazing Astros* program will consist of an integration of an evidence-based literacy program with key aspects from the YMCA afterschool program and the Ball State MC3 program.

2.3 Priority Area

The *Muncie Community Schools 2020-2025 Innovation and Strategic Plan* describes the importance of literacy for all learners to succeed and thus, **literacy** will serve as the selected priority area for the 21st CCLC afterschool and summer school programs. Physical and nutritional health and social and emotional learning will serve as secondary priority areas.

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

MCS meets two of the criteria for priority points:

- Grissom Elementary Grissom received an “F” for the the most recent IDOE school rating, which places it in the category of a CSI school.
- Muncie Community Schools is a **new applicant**, having not applied for nor received a 21st CCLC award in the past.

4. NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

The need for the *Amazing Astro Afterschool/Summer Programs* for Grissom Elementary learners is evident from numerous data sources and across a variety of data points. Poverty level and academic achievement data is presented here with community need described in the Program Design section

4.1a. Data Evidence: Poverty Level

Family and Student Poverty Level - High Need. With an 81 percent poverty rate, Grissom Elementary School’s students and families face numerous challenges. Children in poverty often live in “food deserts,” not living within walking distance of a grocery store and thus, need transportation but families often do not own cars. To demonstrate the shortage of food for many MCS children, the district provided over 40,000 federally subsidized, free and reduced breakfasts and lunches *each week* at drop-off locations around the city during March-May 2020 as schools were closed due to COVID-19.

An additional challenge that Muncie students face is changing schools at the beginning or in the middle of the school year, with some to multiple schools in a year. Poverty means families seek more affordable or better housing, find that they need to be closer to public transportation or experience changes in child guardianship, thus moving the students to a new school enrollment area. These challenges are detrimental to children’s academic learning and social well-being.

After school hours is often a difficult time for learners. Nationally, one in five children or 11.3 million – spend time alone and unsupervised after school¹. This is a situation that parents did not want for their children, especially low-income families:

Participation in and demand for afterschool programs are much higher among children from low-income households compared to higher-income households, as well as higher among African American and Hispanic children than Caucasian children.²

These are our Grissom learners.

4.1b Data Evidence: Student Academic Level - High Need

MCS, as a district, and Grissom as an elementary school, both meet federal and state criteria for being labeled as “high academic need.” This need is indicated by state assessment scores in English language arts and mathematics. Discipline data and graduation and drop-out rates offer a window into social-emotional development and student behaviors – indicators of school success. Grissom Elementary School data is shown alongside MCS district data to provide context and comparison of the school within the district. A short analysis proceeds each data set² presented in the tables.

Student Demographic Data

To better understand and interpret the student data, the initial table includes student enrollment and ethnicity, providing a broader view of the Grissom Elementary families and learners. The ethnicity of students at Grissom Elementary corresponds to that of the district when Black and Multiracial percentages are combined (Table 1).

Table 1. Ethnicity and FRL: MCS and Grissom

Ethnicity	District	Grissom
<i>Enrollment</i>	5,073	471
White	58.6%	66.3%
Black	21.3%	15.5%
Multiracial	13.9%	14.7%
Hispanic	5.1%	3.1%

¹ AMERICA AFTER3PM. (2014). *Afterschool Programs in Demand*. Retrieved from, https://afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf

² All data retrieved 6/15/20 from, Indiana Department of Education <https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>

Student Reduced Lunch Rates

Grissom Elementary has a significant higher percentage of students identified as free and reduced lunch (FRL) than the district (Table 2).

Table 2. FRL: MCS and Grissom

District	Grissom
65%	81%

Student achievement data, as determined from state assessment scores, indicate English Language Arts (ELA) scores consistently lower and at times, significantly so, at Grissom as compared to the five other MCS elementary schools combined. Only in Spring 2017 did Grissom’s ELA scores exceed the district’s score. In Spring 2019, (the last year that data is available as testing did not occur in 2019-20 due to COVID-19), Grissom continued to score significantly lower than the average of the other elementary schools in Grades 3, 4, and 5, lower by 14, 13, and 14 percent, respectively (Table 3).

Table 3. State Assessment Scores English Language Arts: ISTEP+/ILEARN – Grades 3-5

Grade	ISTEP+ - % Passing	Spring 2015		Spring 2016		Spring 2017		Spring 2018		ILEARN - % Proficient	Spring 2019	
		GES	MCS	GES	MCS	GES	MCS	GES	MCS		GES	MCS
3		48%	67%	44%	52%	28%	55%	24%	45%		9%	23%
4		53%	60%	59%	62%	64%	58%	27%	46%		17%	30%
5		50%	57%	58%	56%	32%	52%	22%	41%		14%	28%

Reading, as tested for third-grade proficiency through IREAD-3, indicates a similar downward trend in 2016 and 2018 with Grissom scores significantly lower than MCS scores. But with a significant increase for 2019 (Table 4).

Table 4. State Assessment Reading Scores: IREAD3 – Grades 3

IREAD3	Spring 2016		Spring 2018		Spring 2019	
	Grissom	MCS	Grissom	MCS	Grissom	MCS
	69.6%	84.4%	57.3%	71.0%	71.29 %	73.8 %

Mathematics scores percentages, from state assessment tests, reflect similar trends as ELA with Grissom students scoring consistently lower than the district percentages. The Spring 2019 scores with the new ILEARN state assessment test shows scores in Grades 3, 4, and 5

significantly lower than the district with percentages lower by 13, 22, and 22 respectively, revealing a lower performance than for ELA (Table 5).

Table 5. State Assessment Scores Mathematics: ISTEP+/ILEARN – Grades 3-5

Grade	ISTEP+ - % Passing	Spring 2015		Spring 2016		Spring 2017		Spring 2018		ILEARN - % Proficient	Spring 2019	
		GES	MCS	GES	MCS	GES	MCS	GES	MCS		GES	MCS
3		30%	50%	35%	47%	25%	43%	16%	37%		24%	37%
4		61%	58%	49%	54%	45%	52%	27%	41%		12%	34%
5		61%	69%	53%	56%	46%	63%	22%	45%		6%	28%

School and district report cards confirm the academic need of Grissom Elementary School with a continued downward trajectory in the past four years (Table 6).

Table 6. School and District Report Cards 2015-2019

School/District	2015-16	2016-17	2017-18	2018-19
Grissom Elementary School	B	C	C	F
District: Muncie Community Schools	D	C	C	D

Student Behavioral Data

Schools and districts with low academic achievement should investigate behavioral patterns and trends in analyzing student needs. While behavioral data may indicate students' behaviors, it does not identify the root cause of the behavior (Table 7).

Table 7. Behavioral Data: Attendance and Suspensions – 2015-2019

	2015-16		2016-17		2017-18		2018-19	
	GES	MC	GES	MC	GES	MC	GES	MC
Attendance Rate	95.4%	95.4%	95.4%	95.0%	93.7%	94.4%	92.9%	94.1%
Suspensions	103		75		161		43	

MCS is addressing measures of discipline, including school suspension, through increased social and emotional learning (SEL) for students and all adults in the district. The *Student Handbook* has been rewritten for school year 2020-21, representing practices in line with positive behavior interventions and support, student-focused, concepts of restorative justice, and student social and emotional development understandings. In July, MCS created a new position

of Director of Diversity and added behavior coaches to assist schools. Further, Ball State Ambassadors will assist with the multi-tiered system of support at each school beginning in the 2020-21 school year.

The district data of graduation rate and dropout rates show that graduation pathways are helping students be more successful with graduation and reducing the dropout rate (Table 8). While the dropout number is extremely low, Central High School was identified as a school with a large number of students leaving to be home schooled. The district has new procedures in place and the number of students at Central requesting homeschool decreased significantly in 2019-20. This ensures a more accurate account of graduation rate.

Table 8. District Graduation and Dropout Rate for 2017-2020

	2017-18	2018-19	2019-20
Graduation Rate	78.4%	74.3%	89.6%
Dropout Number	61	4	1

Kindergarten Readiness

Kindergarten readiness is determined by an assessment created by Ball State University and endorsed by BY5, a nonprofit organization with a mission to transform the Muncie community by connecting Kindergarten readiness to economic success. The assessment gathers young children’s scores related to knowledge and skills in various areas with the results categorized as “ready, somewhat ready, not ready” for kindergarten. Grissom has the highest percentage of children in MCS schools determined to be “not ready” for kindergarten (Table 9).

Table 9. Kindergarten Readiness

School	Enrolled	Readiness for Kindergarten		
		Ready	Somewhat Ready	Not Ready
Grissom Elementary	528	16%	21%	63%

Source: *Muncie Community Schools Data Dashboard, 2018*. Compiled by the George and Frances Ball Foundation. <https://www.gfballfdn.org/data-center.html>

4.2 Current Programming

Grissom families do not currently have a no-cost option for afterschool or summer programs for their children. A survey and web search indicated a lack of free programs for afterschool or summer, such as through the Muncie Park Department or neighborhood churches. For a fee, families may select afterschool and summer school services at the Y-Enrichment Afterschool

Program, the Boys and Girls Club, and Motivate Our Minds. However, all three of these programs charge a fee. The YMCA currently conducts K-5 afterschool and summer programming in five of the seven MCS elementary schools with families paying on a sliding-scale basis. The Y reports that each year, the number of parents able to pay the fee declines as reflected in last year's daily attendance rate at Grissom being 20 children, in grades K-5.

MCS and the YMCA recognize two service gaps in the currently available afterschool/summer programming. First, the sliding scale fee beginning at \$40 a week is not manageable with many MCS families, and especially for Grissom families. A charge of \$40 a week equals \$160 a month and with, say, three children, quickly increases to \$480. Even with the sliding fee scale many families cannot pay that cost. The situation will only worsen in the future with loss of jobs and income due to COVID-19.

The second programming gap is the lack of a focus on academics beyond homework time in the current programs. The YMCA recognizes this gap and welcomes the partnership with MCS to provide an academic focus. *Amazing Astros* will alleviate the current gaps of affordable and literacy focused programs for the Grissom School community.

4.3 Enhance or Expand

The introduction of the *Amazing Astros* will be MCS' first foray into the 21st CCLC world. However, as a school district, it is certainly well experienced and fully capable of providing academic and whole-child focused services to youth. The YMCA will enhance its current afterschool program to include a critical academic piece. The *Amazing Astros* will be a new, no-cost program with a literacy focus, a partnership with the Y for physical and nutritional aspects – a choice of programming not previously available for families.

The afterschool program will serve 60, K-5 Grissom students three hours a day, five days a week and for the 36 weeks that school is in session. The companion family evening program will occur once a month for three hours for nine months. The summer school program will also serve 60 Grissom learners and occur for four weeks in July, three hours a day with special events such as field trips. A parent component will include activities to extend the day learning to the home and community. This program will need to be supplemented with additional funding sources to allow for a summer program.

This school year, 2020-2021, Ball State will replicate its highly successful *MP3* afterschool program used at Longfellow Elementary to Grissom Elementary. This is due to Ball State receiving a one-year extension 21st CCLC grant to temporarily meet the academic and social needs of Grissom learners. During this one year, MCS and the Y will partner to apply for their first 21st CCLC grant. *MP3* will provide guidance and support to the Y for handing over the program, if awarded the grant.

4.4 Identified Needs

The need for no-cost afterschool and summer school programs for Grissom students was made clear through parent, teacher, and community voices. The YMCA reports a steady decline of students participating the Grissom Y program, as families relate that it is an expense they can no longer afford. With COVID-19 job losses and salary cuts, families will continue to face economic struggles. MCS' Grissom teachers emphasize the need for their learners to have spaces and places to go after school, where adults are around, where child-based activities exist, and where day-school learning can continue. The community, be it pastors and elders, civic leaders, or community organizers, sends a similar message – our Grissom children cannot be left home alone or under the supervision of older siblings while parents are at work.

Grissom learners enrolled in the current YMCA afterschool program express keen interest and present high attendance rates. They express disappointment when their parents can no longer afford to pay the cost of tuition, even with the Y-sliding fee scale. Children demonstrate their enjoyment in participating in the Y's program which includes snacks, physical exercise, and projects. These will be components of the *Amazing Astros* program, as well. Parents and teachers express the desire and need for children to “catch up” in reading skills, with the *Amazing Astros* program responding with the HELP and LEARN literacy program.

5. Partnerships (5 points, 3 pages maximum)

5.1 Project Collaboration

How the Project Will Collaborate with Others. The *Amazing Astros Afterschool* program is a collaborative effort between MCS, the YMCA, and Ball State University, bringing the experience and strength of each to the effort. The unique role of each partner is:

- MCS: Lead the development of the program, bringing knowledge of the day-school curricula, the students, and the families, allowing for a highly coupled school-day/out-of-school program, with a focus on literacy.
- YMCA: Implement the CATCH, physical and nutritional health program, and train staff on the Y's character development processes.
- Ball State: Serve as a thought partner through their years of successful experience with the *MP3* afterschool program.

These organizations have a century-old partnership in meeting the needs of Muncie's children, with each offering its expertise in different areas of child development and family interactions.

How the Partners Will Contribute. The three partners will come together to provide the space, materials, staff, and programs - a community-wide approach.

Muncie Community Schools. Beginning Fall 2020, MCS will provide the Grissom facilities for the Ball State *MP3* afterschool program per their 21st CCLC extension grant. This arrangement will continue in the years following for the *Amazing Astros*. MCS will incur the

utility, HVAC, janitorial, safety, and other general costs with the extended day use of the building and grounds.

MCS will communicate with Grissom teachers and aides as to the hiring of lead teachers and the application process. The Grissom principal will be responsible for gathering and disseminating student and family data regarding demographics, academic progress, and social-emotional development growth data to the Program Director. As literacy is the priority focus area, MCS will provide staff development about the correlation between the district's literacy program and the adopted out-of-school literacy curriculum, *LEARN*.

Grissom classroom teachers will meet with afterschool staff on monthly early release dates to discuss learners' reading behaviors. The teachers will participate in surveys and provide data that the program requests. The Grissom principal will meet routinely with the program director and will provide insight into the needs of students and families as appropriate. The MCS Director of Elementary will participate in quarterly meetings with the YMCA.

Muncie YMCA. The Y will conduct the professional development for the CATCH curriculum in the *Amazing Astros* out-of-school programs. The Y's national CATCH curriculum is well-established focusing on physical and nutritional growth with activities and materials for children in afterschool programs, especially those in urban and high poverty neighborhoods. The Y and MCS will collaborate in hiring staff, seeking highly competent teachers and assistants that are from the Grissom community whenever possible and that reflect the Grissom student demographics.

Ball State University. Ball State is establishing the initial afterschool program at Grissom when school begins, August 2020. The program will mirror the *MC3* program at Longfellow Elementary. The program is funded under a one-year extension of the 21st CCLC grant. For school year 2020-2021, Ball State will interview and hire for the program director/site coordinator position through the expansion grant funding. The Y will provide the CATCH training and Ball State will conduct the professional development activities. Ball State will also contribute faculty time and college student develop "Book Boxes" to increase the availability of books for student independent reading time.

Use of 21st CCLC Fund with Other State or Federal Funds to Achieve Goals. MCS will utilize Title I funds to supplement staffing during the school year to maintain a lower student to teacher ratio. Title I funds will also be used to fund the summer program.

5.2 Identification of Partners

Partner Identification. The Muncie School District Emergency Manager approached the YMCA in 2017 to begin afterschool programs in the elementary schools. As the newly hired MCS Director of Public Education and CEO, Dr. Kwiatkowski, proposed in her first year, 2019-2020, that the YMCA and MCS partner to enhance the program at Grissom, the lowest performing

elementary school. The YMCA CEO and Director, Chad Zaucha, agreed that the Y could be instrumental in enriching the Grissom program, beginning school year 2021-22.

Throughout the school year, MCS and the Y met to discuss future programming. Beginning in summer 2020, staff from both entities met frequently to plan the Y's enhanced components and MCS' focus on literacy academic enrichment, and to actively develop the 21st CCLC grant application. In addition, Ball State faculty served as experienced thought partners to guide the conversation. Meetings occurred in a variety of ways: in-person, ZOOM and via phone calls

Partner Involvement in Application. As the fiscal agent and with academic and federal grant-writing expertise, MCS staff led development of the application and attended the virtual sessions provided by IDOE, May-June 2020. MCS staff oversaw data and information gathering and developed writing timelines and assignments.

The YMCA Director of Early Learning, the Executive of Youth Development, and Vice President of Mission Advancement, met regularly with MCS, providing information and details about their afterschool programs, experience in Muncie, and processes for hiring staff, locating volunteers, and professional development. MCS studied YMCA's curricula to ensure alignment with both the MCS Implementation and Strategic Plan and the Indiana State Academic Standards. MCS led discussions and plan development and Ball State offered insight and guidance regarding program development and implementation.

Partner Contribution in Meeting Program's Needs and Goals. MCS and the Muncie Y will contribute to meeting the *Amazing Astros* program's needs and goals. As mentioned earlier, MCS brings their knowledge and experience of students and their families. MCS will select the literacy program to assure adherence to the district literacy program and to the Indiana State Literacy Standard. MCS will provide data to the program director as needed.

The YMCA brings their expertise of serving students in out-of-school programs. In particular, the program goals related to physical and nutritional and character development will be met through the YMCA staff. The appendix includes the *Memorandum of Understanding* between MCS and the Muncie YMCA.

5.3 Volunteers

How Volunteers Will Be Recruited. MCS has a volunteer coordinator who also serves as a liaison between Ball State Community Engagement Council and MCS. Using the platform GivePulse, a community of volunteers, professionals, civic leaders, and service-learning Ball State students sign up to assist MCS in a variety of ways. The volunteer coordinator will add the *Amazing* after-school program as a possible placement for volunteers. All volunteers will complete the criminal background check.

The YMCA will also recruit volunteers from Ball State, extending the search to departments such as, social work, early childhood, youth, and family studies, and health sciences to enlarge the pool of volunteers. Additionally, the Y will strive to increase the diversity of volunteers,

reflecting the demographics of the learners. The YMCA will contact Delta Sigma Theta sorority and Alpha Phi Alpha fraternity that pledge primarily African American students as possible volunteers through a community service project. Ivy Tech, another post-high school education institution, will be approached, especially students in early childhood education. This outreach will support the The Y Beliefs, “We believe that in a diverse world, we are stronger when we are inclusive, and our doors are open to all.”

The YMCA will seek volunteers through campus and community volunteer fairs and by reaching out to faculty members. Both methods have worked well previously in the Y’s afterschool programs at the Muncie Mitchell Early Childhood and Family Center. The Y may find volunteers through partnering with the United Way of Delaware County, which indicated a desire and ability to assist through their “United We Read” initiative.

The program director and staff, MCS, and the YMCA will encourage other adults from the Grissom neighborhood to participate as volunteers. The program director will determine parent volunteer opportunities and seek their participation. Parents might serve on the advisory council, help in the afternoon program, or plan a family night. The program partners may find volunteers in service clubs or churches in the Grissom area, bringing in “community faces,” connecting the children to the adults they encounter around them.

How Volunteers Will Directly Impact Program’s Goals and Needs. Volunteers are critical to the success of out-of-school programs. Perhaps the greatest benefit is that they allow a lower child-to-adult ratio, resulting in each child receiving more time and attention from an adult. This will affect social and emotional learning and character development – one of the program’s goals.

While teachers will conduct the literacy lessons, volunteers can offer one-to-one reading times and lead small group English language arts games and activities. For CATCH, the Y will hire the staff but with added volunteers providing more “bodies” for physical activities. Volunteers will keep children on-task, see that rules are being followed, and step in when disagreements arise. The university volunteers, as young adults, will serve as role models to the learners.

6. Program Design (15 points, 10 pages maximum)

6.1 Recruitment Criteria

Amazing Astros afterschool and summer programs will serve K-5 students at Grissom Elementary, a Title I school. Families will be recruited through the school district, the school, and the community. In June 2020, MCS hired a new communication director bringing years of experience and an understanding of the key role that social media plays. The director will be instrumental in designing new approaches for messaging to parents and community. With the MCS, Director of Public Education and CEO, they are establishing new partnerships with media outlets both locally and in Indianapolis and the website is being updated to be more user-friendly with daily updates.

Specific to recruiting families, the district will provide flyers, fact sheets, a registration process, signage (with the 21st CCLC branding), and testimonials from Longfellow Elementary School family participants in the MC3 afterschool program. MCS will ensure these and other materials are available to place in Grissom’s school registration/information packets, Spring kindergarten registration, and neighborhood businesses and churches.

At the school level, the Grissom principal and the program director will be responsible for distributing the materials throughout the community. Together, they will spread the message to the local churches, businesses, and organizations to inform parents. They will look for opportunities, such as at an evening school program, for a parent-to-parent event with Longfellow Elementary families sharing their experiences in out-of-school programs.

The principal will use the school’s website, newsletter, and social media to recruit families. School staff will pass out handouts and flyers at parent-teacher conferences and other events and will refer specific students with the highest need to the program director. Recruitment materials will be translated and will be available in multiple venues for families to explore.

6.2 Community Data: High Poverty Level

The needs of the community relate to the needs of MCS learners and their families. With changes in manufacturing in the 1980-1990s and a recession in the first decade of 2000, Muncie faced unprecedented loss of jobs and income. With the closing of factories and the moving of businesses outside of the county, the population of Muncie decreased from 71,840 in 1990 to the 2019 estimated population of 68,000. During that time, the poverty rate increased to 30 percent (U.S. Census Bureau) compared to the state of Indiana’s poverty rate of 14.6 percent.

The City of Muncie represents 60 percent of the total population of Delaware County. For 2018 (the latest year available), Delaware County data of family and children economic well-being and health indicate reasons to be concerned (Table 11).

Table 11: Delaware County Economic Well-Being and Health

Data Point	2018	Indiana	County Rank in the State
Children in Poverty, Ages 0-17	27.9%	18.0%	3
Food Insecure Children	19.0%	17.4%	7
Median Household Income	\$43,096	\$55,725	92
Deaths, Ages 1-19	13	531	5
Infant Deaths, Under Age 1	9	559	11

Delaware County’s rankings among the 92 Indiana are concerning: 3rd in the state for number of children in poverty; 5th in the state in child deaths; 7th in food insecure children; and 11th in infant deaths. Delaware County ranks last, at 92, in median household income. These rankings

indicate the harsh reality for families in this area of the state and must be considered in developing supports and programs for them.

Grissom Elementary School serves as a microcosm of Muncie and Delaware County. The school's poverty rate is high, fluctuating in the past ten years from 81 percent (2016-17) to 92 percent (2019-20). Grissom student enrollment varied from a high of 578 in 2017-18 to a low of 471 in 2019-20. With COVID-19 and loss of employment, poverty rates are likely to increase in Muncie as throughout the state. The impact of poverty on students' academic achievement is well studied with research concluding that "the level of achievement decreases as the level of poverty in districts increases" – the children and families of Muncie need support.

6.3 Parental Involvement

Parental Commitment. Family involvement is an essential component of the *Amazing Astros* program. Families will participate in an initial interview with the program director, who will emphasize the importance of an active partnership between families, the school, and the afterschool program towards the achievement of academic success. Families will commit to their role in the partnership, agreeing that their children will attend regularly and that they will attend the *Amazing Astros* family events and school events for families.

Family Events. An important aspect of the *Amazing Astros* program is the events offered to engage the whole family in their children's learning and development. Afterschool family events will include mid-year and end-of-the-year "Celebrations of Learning." During this time, the learners will demonstrate their new literacy skills and physical, nutritional, social-emotional learning. This will occur through exhibits and demonstrations. School events include monthly family events and special events organized around holidays.

Families and the Curriculum. The *HELP* (K-1) and *LEARN* (2-5) literacy curriculum will provide fun activities for families to do at home. The YMCA's CATCH program is designed to coordinate healthy messages throughout the community with a "Family Message" to influence children's food choices not only at school but at home and in restaurants. CATCH utilizes the Centers for Disease Control's "Whole School, Whole Community, Whole Child" model. Learners will bring home physical activities and recipes they have done in afterschool to try out with the family.

Parent Advisory Committee. The program director will initiate the Parent Advisory Committee (PAC) to focus on the needs of the families. The PAC will meet while afterschool is in session. The PAC will determine how to meet the needs expressed by the families, bring together resources and networking, and serve as a thought partner to the Grissom community. This group with additional parents will be asked to assist and lead the planning and implementation of family events to increase their participation in the program.

6.4 Snack and/or Meals

MCS participates in the USDA Child and Adult Food Program (CACFP) and provides daily, nutritious snacks/suppers for students in afterschool programs. MCS' Food Service

Management Company, Chartwells Dining Services, is committed to nourishing student bodies, minds, and spirits, paving the way for a lifetime of success and wellbeing. Chartwells has collaborated with MCS for over 5 years, providing nutritious, and balanced meals for all programs. A network of registered dieticians and chefs ensure menu items meet all USDA requirements. After-school and summer snacks will be acquired through Muncie’s food service program provided by Chartwells.

6.5 Weekly Schedule

The *Amazing Astros* Afterschool Program will meet Monday through Friday, following the school/district calendar. The start and end dates are described, followed by a schedule of activities and programs (Table 12), and total hours of time for children and for family events (Table 13). Similar information is given for the Summer School Program.

Afterschool Program

Start Date: Grades 2-5: the first week of school

Grades K-1: the 2nd week of school to allow for acclimation to school

End Date: Grades K-5: the day before school ends for the year

Table 12: Afterschool Program Schedule and Programming

Time	Monday	Tuesday	Wednesday	Thursday	Friday
2:40 - 2:50	Transition Rest Room Break	Transition Rest Room Break	Transition Rest Room Break	Transition Rest Room Break	Transition Rest Room Break
2:50 - 3:15	Snack/ Nutrition Activity CATCH	Snack/ Nutrition Activity CATCH	Snack/ Nutrition Activity CATCH	Snack/ Nutrition Activity CATCH	Snack/ Nutrition Activity CATCH
3:15 - 3:20	Transition	Transition	Transition	Transition	Transition
3:20 - 4:10	Literacy HELP; LEARN	Literacy HELP; LEARN	Literacy HELP; LEARN	Literacy HELP; LEARN	Literacy HELP; LEARN
4:10 - 4:20	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition
4:20 - 5:20	Physical Activity CATCH	Physical Activity CATCH	Physical Activity CATCH	Physical Activity CATCH	Physical Activity CATCH
5:20 - 5:30	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition
5:30 - 5:45	Closing & Dismissal	Closing & Dismissal	Closing & Dismissal	Closing & Dismissal	Closing & Dismissal

Note: See “Program Implementation” for tentative schedule for the Literacy Program.

Table 13. Afterschool Program: Distribution of Hours

Time	Afterschool Program	Family Program Evening
Number of hours	3 hours/day	3 hours/month
Number of days per week	5 days	
Number of weeks/months	36 weeks	9 months
Total Time	540 hours	27 hours

Summer School Program

Start Date: 3 weeks after the school year ends (end of June)

End Date: 4 weeks later (end of July)

Table 14: Summer School Program Schedule and Programming

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 9:20	Arrival and Opening Whole Group Activity	Arrival and Opening Whole Group Activity	Arrival and Opening Whole Group Activity	Arrival and Opening Whole Group Activity	Arrival and Organize for Bus Trip
9:20 – 10:10	Literacy HELP; LEARN	Literacy HELP; LEARN	Literacy HELP; LEARN	Literacy HELP; LEARN	Community Field Trip Related to priority and focus areas
10:10 – 10:20	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	Rest Room Break Transition	
10:20 – 10:40	Snack/CATCH Nutrition	Snack/CATCH Nutrition	Snack/CATCH Nutrition	Snack/CATCH Nutrition	
10:40 – 11:45	CATCH Physical Activity	CATCH Physical Activity	CATCH Physical Activity	CATCH Physical Activity	
11:45 – 12:00	Rest Room Break Closing-Dismissal	Rest Room Break Closing-Dismissal	Rest Room Break Closing-Dismissal	Rest Room Break Closing-Dismissal	Rest Room Break Closing-Dismissal

Table 15. Summer School Program: Distribution of Hours

Time	Summer School Program	Family Program
Number of hours	4 hours/day	4 hours/month
Number of days per week	5 days	
Number of weeks	4 weeks	
Total Time	80 hours	4 hours

Holidays, Vacations, and School Closings

The afterschool programs will follow the MCS district calendar, mirroring the districts unplanned school closures such as snow days. On the district's monthly, early release days, the afterschool program will not be in session. Rather the program staff will receive professional development during the regular program hours, 2:45-5:45 p.m. on those days; the day-school teachers will be receiving the district PD during the school day hours. Families may choose to enroll their children in the Y's school-age childcare program, operating during school weather delays and closings, teacher in-service days, and fall, winter, and spring breaks.

6.6 Alignment to State Standards: Afterschool and Academic

The curricula and programs adopted for the *Amazing Astros* align with the Indiana Academic Standards and the Indiana Afterschool Standards, as presented below.

Literacy: (1) Alignment to the Indiana ELA State Standards

The selected evidence-based literacy curriculum, by LitART, has the goal of building learner skills in the areas of: (a) phonemic awareness and phonics blending, (b) phonological awareness, (c) word building and word analysis with an initial skill of (d) letter knowledge. The four areas of Reading Foundations in the K-5 Indiana Academic ELA Standards are similar: (a) phonemic awareness, (b) phonics, (c) vocabulary building and initial skills of (d) print concepts. The remaining Indiana area is fluency which occurs mostly in guided reading lessons which only occur during the school day.

These same five essential components, including comprehension, are listed in the National Reading Panel report as areas of emphasis in effective instructional literacy programs. The school-day literacy program, *Fountas & Pinnell Classroom*, focuses on the same five areas of learning to read. While the instructional methods and contexts will differ, often due to the philosophy and goals of afterschool programs, LitART, Fountas and Pinnell, and the Indiana State ELA Standards are aligned to one another.

Literacy: (2) Alignment to the Indiana Afterschool Specialty Standards

The LEARN curriculum provide sets of thematic books representing the diverse experiences of people and communities throughout the world. The program also includes chapter books and picture books for read-aloud. To complete the afterschool library, Ball State educator majors will develop "Book Boxes" to extend the number of books available to create a literacy rich environment. LEARN includes both fiction and informational texts and opportunities for learners to write about the text, aligning to the Indiana State Standards.

The family events will create opportunities for supporting literacy outside of the afterschool program. In measuring impact, the Fountas and Pinnell school-day curriculum will be one of several sources used as assessments. In these ways, the out-of-school literacy enrichment programs align with six of the Indiana Afterschool Literacy standards:

1. Creates literacy rich environments for all children.
2. Regularly and intentionally collaborates with families to support literacy.
3. Provides fiction and informational text across grade levels.
4. Uses effective read aloud strategies to gain and maintain attention.
5. Encourages children to write through a variety of strategies.
6. Utilizes data to plan and measure the impact of literacy programming.

Social-Emotional Learning: Alignment to the IDOE PK-12 Competencies

Learners will experience character development/social and emotional learning through conversations with staff and through observing the adults as role models. In literacy lessons, the examination of characters’ responses, their attitudes, choices, and problem solving will offer examples of how and why people respond and interact as they do. These offer opportunities for guided self-reflection and SEL growth.

MCS staff have received SEL/character development training and the YMCA staff will receive training through the Y’s Character Development Learning Institute, as mentioned previously. This training builds their skills in embedding SEL throughout their activities. Through all activities, lead teachers and assistant teachers will integrate social-emotional learning and appropriate behaviors to align to the IDOE SEL competencies.

Table 16: Program Alignment to SEL Competencies

SEL Competency	Description	Opportunities to Learn from Adult Modeling and Practice through Activities
1. Sensory-Motor Integration	The ability to have body awareness and recognize sensations in the body	<ul style="list-style-type: none"> ○ Engaging in the daily physical activities ○ Being creative in the Fun Friday literacy activities
2. Insight	The ability to know your emotions and how they affect your thoughts and actions	<ul style="list-style-type: none"> ○ Exploring characters feelings and actions in literacy read aloud and relate to self ○ Labeling own feelings in conversation with the teachers and assistants regarding inappropriate behavior or lack of social awareness ○ Demonstrating perspective of others and feel empathy in physical activities
3. Regulation	The ability to recognize and manage one’s emotions	
4. Connection	The ability to have strong social awareness	
5. Collaboration	The ability to work well with others	<ul style="list-style-type: none"> ○ Being a positive influence in teams for physical activities and classroom lessons ○ Managing conflict with peers
6. Critical Thinking	The ability to make constructive choices and	<ul style="list-style-type: none"> ○ Showing adaptability when routines and processes need to change

	use metacognitive strategies	<ul style="list-style-type: none"> ○ Demonstrating perseverance in physical and classroom activities that are “hard” ○ Offering and accepting compliments and constructive feedback
7. Mindset	The ability to use cognitive flexibility and show willingness to learn	

Healthy Eating & Physical Activity: Alignment to the Indiana Afterschool Specialty Standards

The YMCA’s CATCH program for physical activity and nutrition aligns to all eight of the afterschool specialty standards for Healthy Eating and Physical Activity. With daily sessions of physical activities and nutritional learning experiences, the *Amazing Astros* program meets the following standards:

1. Provides opportunities for moderate and vigorous physical activity.
2. Provides opportunities for students to demonstrate appropriate behaviors surrounding healthy eating and physical activity.
3. Provides activities inspire and engage youth in healthy eating and physical activity.
4. Creates a social environment, including positive relationships, which encourages children and youth to enjoy healthy foods.
5. Supports healthy eating.
6. Creates a social environment, including positive relationships that encourage children to enjoy and participate in physical activity.
7. Engages families in healthy eating and physical activity.
8. With gyms, playgrounds, and CATCH equipment, the physical environment supports the physical activity standards.

Family Engagement: Alignment to the Indiana Afterschool Specialty Standards

Through professional development, staff will understand and learn to develop relationships with the families, utilize the cultural gifts that they bring, and offer them opportunities for leading events and skill development. Staff professional development will include cultural competency and communication practices to create an open, friendly environment for all family members.

The “take home” aspects of HELP/LEARN literacy and the CATCH physical/nutrition program will connect afterschool learning to the home, providing avenues for growth. The *Amazing Astros* will meet all seven standards as the afterschool and summer school program.

1. Uphold an accepting, welcoming environment that embraces family diversity.
2. Provide opportunities for the overall growth and success of families.
3. Empower families to fulfill meaningful leadership roles and represent the “parent voice” that helps shape the direction of the program and youth achievement.
4. Provide staff with the necessary professional development to increase their confidence and abilities to engage families.
5. Build and maintain trusting, positive relationships with families.

6. Value families as partners in the development and education of their youth.
7. Evaluate the effectiveness of the family engagement strategies and adjust approaches to maximize family participation and support.

Summer Learning: Alignment to the Indiana Afterschool Specialty Standards

The summer program, while with similar goals as the afterschool program, will provide unique experiences that are afforded by the change to warm Indiana weather, and the ability to spend more time outside.

With a focus on the spirit of community, the summer program will include a literacy emphasis on the family and community such as (K-1 theme series "Going Places," Grades 1-2, "Families and Celebrations," Grades 3-4, "Myths, Legends and Folk Tales," and Grade 5, "Friends and Self Concept." Physical activities will reflect various outdoor sports with nutritional summer treats. A culminating field trip each Friday will connect to the week's literacy themes and or physical and nutritional lessons. The summer program will meet all summer program standards:

1. Promotes a unique summer culture and fosters a sense of community.
2. Offers a range of experiences that reflect best practices in youth development and learning.
3. Utilizes a variety of data to measure the impact of its summer programming.

6.7 Staff Recruitment and Retention

Staff to be Hired

The hiring of staff will be a joint venture between MCS and the Y. MCS will hire classroom assistants and the front office assistant for the after-school program and summer school staff. The YMCA will hire ten positions (year 1) for the afterschool program: the program director/site coordinator, the lead teachers, and the assistant teachers. For each position, MCS and the Y will create job descriptions for job postings and that will be used for evaluations.

The program director will also serve as the site coordinator as MCS operates only the single site at Grissom. Some competencies needed for this position are budgeting, data, time, and project management, written and oral communication skills, supervision, and content knowledge related to children, families, and partnerships.

Lead teachers will have the single largest effect on student achievement, and therefore, the position will be open only to MCS certified teachers. MCS teachers will bring continuity from the school-day literacy goals and practices to the afterschool program. Teachers offer content knowledge and best practices instruction. Other competencies that will be used to select teachers will be the ability to create a safe and supportive environment for students and families and incorporate child development principles, including appropriate practices for behavior management and trauma-informed care.

Assistants will be hired to support all program activities. They will work with small groups of learners, reading aloud to them, playing/supervising a literacy game, or assist with Fun Fridays' choice activities. The assistants will be supervised in distributing and cleaning up after snacks and supporting the physical/nutritional activities. Competencies for assistants include creativity, problem-solving, critical thinking, leadership, team building, inter- and intrapersonal skills, work ethic, and a positive attitude.

An important goal in the MCS Strategic Plan is to focus on child-to-adult relationships to increase the number of adults per child. This means lowering the child-to-adult ratio. The Indiana Afterschool Standards suggest a 1:15 ratio for children five years and younger, and a 1:20 ratio for children age six and above. To lower this ratio, MCS will hire staff and use volunteers to achieve a 1:10 ratio of adults to children.

Staff Recruitment Plan with Efforts to Target Individuals that Culturally, Linguistically, and Racially Represent the Children in the Program

The hiring of the program director/site coordinator is critical to the programs' success. The individual must comprehend and/or has experienced poverty and its effects on children and families. Recruitment will occur through advertising and networking with Muncie community organizations, churches, service clubs, and non-profits serving youth. Ball State is hiring staff for the *MC3* afterschool program beginning at Grissom, 2020-2021. The staff will be encouraged to apply for the MCS 2021-2022 positions. The program director will continue in that role.

The hiring of teachers and assistants will follow the axiom, "Start early." As MCS has learned in hiring school-day teachers. A second strategy will be announcing the positions to the Grissom teachers first. MCS will provide a job description and a flyer noting the positive effects of out-of-school programs for students, parents, and teachers. A third strategy will be offering a competitive wage, recognizing the time and effort needed after teaching a full day.

For the assistants, the recruitment plan will center on Ball State and Ivy Tech students, as discussed previously (see "Volunteers."). Some students may be hired but others may serve as non-paid volunteers to complete field experiences or internships. As stated previously, MCS will seek to attract assistants that bring diverse backgrounds and/or a similar demographics as the out-of-school time learners. MCS will reach out to students beyond the education department to other majors and to African American fraternities and sororities. MCS will utilize flyers, volunteer fairs, presentations in college classes, the MCS website and social media, and MCS and Ball State staff referrals.

Equitable Hiring Practices

MCS and the Y value equity, diversity, and inclusion. Hiring and retaining a diverse staff is one of the goals in the MCS strategic plan, strongly encouraging applications from candidates of color. MCS and the Y do not discriminate against applicants or employee because of race, color, religion, sex (including gender identify, sexual orientation, and pregnancy), national original, age, disability, or genetic information.

Staff Retention Strategy

Retaining staff is a positive for everyone – the students, the families, the staff, and the community. Retaining staff contributes to the ability to build relationship, trust, continuity, and safety, to mention a few advantages. The MSU staff retention strategy consists of five practices.

- Creating a positive work environment
- Providing meaningful professional development
- Ensuring a relevant, livable wage
- Managing staff performance and providing effective feedback
- Utilizing ongoing communication
- Incentivizing with the BSU/MCS tuition support program

MSC and the Y will reflect the recruitment and retention strategies through staff training and appropriate staff hourly/salary rates (Table 17).

Table 17. Recruitment and Retention Strategies Reflected in Training and Pay

Staff	Salary	Funding Sources	Trainings
Program Director/ Site Coordinator	a. \$ 33,950 b. Benefits	a. 21st CCLC b. Title I	Literacy, CPR, First Aid, Cultural Competency, SEL, Conferences
Lead Teacher - #4	\$ 14,250	21st CCLC	Literacy, CPR, First Aid, Cultural Competency, SEL, Conferences
Summer Program Teacher -#10	\$ 4,000	Title I	Literacy, CPR, First Aid, Cultural Competency, SEL
Classroom Assistants - #6	\$7,030	21st CCLC	Literacy, CPR, First Aid, Cultural Competency, SEL, Conferences

7. Evidence of Previous Success (7.5 points, 5 pages maximum)

Muncie Community Schools has not applied for or received a 21st CCLC grant up to this time nor has the Muncie YMCA and thus, the request to provide evidence of previous success with 21st CCLC programs is not applicable. However, the YMCA has an extensive history of providing out-of-school programs, targeting the youth to be served and this will be presented. MCS will describe its strategies for the *Amazing Astros* programs to recruit learners and encourage high rates of regular program attendance and ensure the learners receive the academic support needed to demonstrate improved academic achievement.

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7a. YMCA Evidence of Successful Out-of-School Programs for K-5 Youth

The YMCA is a highly experienced in providing before- and after-school services, focusing on youth development, healthy living, and social responsibility. The Muncie Y is part of a national YMCA organization of over 2,700 Ys in 10,000 United States communities.

The Muncie YMCA was established over 100 year ago to serve the youth and adults of the community. The Y began school-based afterschool programs at the request of the MCS emergency manager in 2017. During the three years from 2017-2020, the YMCA established afterschool programs in all elementary schools (except for Longfellow as Ball States serves that school through a 21st CCLC grant). During this time, the YMCA staff describe a “dramatic increase in participation” demonstrating the Y’s success in student recruitment and retention (Table 18)

Table 18: YMCA Enrollment in Afterschool in MCS Elementary Schools

2017-2018	2018-2019	2019-2020
49	151	437

The Y anticipates continued increases in participation rates as the program becomes a no-cost model with an academic component. Unfortunately, the cost of the current model is not affordable for many of the Grissom families.

YMCA Successful Attainment of Non-Academic Outcomes

Although the YMCA does not have the capacity to conduct academic afterschool programs without an educational partner, its programs include several other notable goals and outcomes that are worth mentioning as they speak uniquely to two other focus areas of the *Amazing Astros* program. The Y has a rigorous evaluation system regarding all aspects of its childcare programs. Muncie Y data for the 2017-18 school year revealed that over 98 percent of parents agree or strongly agree that the Y’s program has benefited their children. In the focus area of social and emotional learning, 95 percent of students demonstrated growth.

7b. Specific Strategies for Attendance and Academic Achievement

Recruiting Children and Families and Encouraging Regular Program Attendance

MCS and the YMCA will work jointly to recruit families and achieve a high level of regular attendance. As described earlier, recruitment of families will occur through various means, such as, school newsletters, website and social media; flyers and announcements across the local community in stores, churches, and meeting areas; and personal contacts by teachers, the principal, and the program director. The Y has a strong and positive reputation in Muncie and the program will take advantage of the recruitment method of “word of mouth” as families share with one another about their successful Y experiences.

Once the students enroll in out-of-school programs, the task becomes one of ensuring regular attendance. As educators and community organizers, MCS and the Y understand the proven practices that will continue to keep the families involved: learner and family engagement. Learner engagement will be achieved through the evidence-based and successful programs of *LEARN* for literacy and *CATCH* for physical and nutrition development, with the Y's character development initiative infused in both. In seeking to establish a positive connection with students, additional attractors to motivate and engage them will include opportunities given to show new skills, abilities, and creations to parents and others, and special events such as field trips. The relaxed, fun atmosphere will engage learners without pressure or stress.

Sustaining high attendance rates occurs through consistent engagement of families. This will happen in multiple ways. The initial interview with the parents by the program director is the first step in building a relationship, which in turn, leads to a commitment to the program. An advantage of hiring Grissom teachers as the lead teachers is that the families have an established relationship with the teachers and the principal. The PAC (Parent Advisory Council) will serve as an important connection for families as the parent members know the neighborhood and the people in it. As the PAC strives to identify family needs and solutions, it will develop relationships with the families and make community connections. The PAC's interest and concern about other families will be a critical piece in building a network of parents.

Phone calls, social media, and email will be used to check on students that are absent beyond one day, to send reminders, to showcase accomplishments, and to share general happenings. With their cell phones, staff will take snapshots of student learning and playing, and send a "Good News" link directly to a family. This will create conversations about and enthusiasm for the program. Staff will create "conversation starters" about an aspect of the program that the children will bring home for families to discuss together, followed by simple activities to do at home. Examples are outdoor games, backyard scavenger hunts, and helping with summer chores such as planting flowers, pulling weeds, or picking up litter in the neighborhood.

Receiving academic support to improve academic achievement

Research has demonstrated that out-of-school programs can support students' growth in academic content areas. MCS sees as its responsibility to provide out-of-school programs that offer academic enrichment through programming that embeds content learning into fun afterschool activities. The overarching goal of the *Amazing Astros* program is to utilize the inherent character and nature of "summer" and "after" school time to engage students in fun and stressless activities that provide solid academic gains.

With this goal in mind, MCS offers three critical components to lead to academic learning: (a) skilled, professional educators to lead the literacy enrichment, (b) an evidence-based, engaging literacy program with high interest and high quality books for children, and (c) a variety of daily literacy activities with opportunities for student choice to select activities. The *LEARN*

afterschool literacy program aligns well with the Indiana State Standards and the school-day literacy curriculum. The alignment provides consistency in terms and concepts used by the teacher (e.g., independent reading, writing to read) and in the literacy processes that students encounter during the school-day.

Key messages and beliefs from MCS will carry over to the out-of-school programs to direct focus towards academic achievement. The mission and vision statements of MCS will continue to be followed beyond the school day, “Providing a quality educational environment where every child is known, safe, inspired, challenged, and empowered” and “Putting Learners First.” These statements embody concepts that teachers and staff will impart through the out-of-school student experiences:

- A culture of high expectations: All students can do great work and can hold one another accountable for doing their best.
- Involvement in authentic work: Project-based learning through literacy activities are built-in motivators for students by providing tangible benefits to the child, family, and community.
- Learn and grow together: Peer groups are powerful. Children naturally seek out a place to belong. The small class/group size that are the norm for afterschool programs provides the safety and accountability that children seek. Teachers will use the smaller groups as an advantage to encourage academic responses and input as each child is important to the group.
- Build one-to-one relationships. The one-to-ten ratio of adults to children in out-of-school programs offers opportunities to create special relationships, knowing their academic needs and interests, and providing unique activities for their small groups. These relationships will allow time to listen to students, encourage and praise them, and connect individual growth in social and emotional skills – all leading to increased academic achievement.

8. Program Implementation (15 points, 5 pages maximum)

MCS in partnership with the Muncie YMCA will implement two curricula, literacy and physical-nutritional, with character development embedded in both. The curricula are evidence-based, for elementary school students, and developed specifically for after school programs.

8.1a. Evidence-based Programming - Literacy Development

The Need. As noted in the state assessment data, Grissom learners need to improve their reading skills. Grissom teachers express concern for their students’ reading behaviors and parents request more help for their children in reading.

The Solution. MCS conducted an extensive review of afterschool literacy programs for K-5, through *What Works Clearinghouse*, the IDOE list, the IAN and the National Center on Afterschool and Summer Enrichment. A single literacy program met the MCS criteria: (a) evidenced-based, (b) created for afterschool programs, (c) socially and culturally appropriate titles, (d) similar literacy terminology to the district’s literacy program, and (e) an allowance for differentiated selection of titles to reflect student demographics, interests and needs.

LitART LEARN was selected with an extensive evidence-based review, using the ESSA four levels of evidence. Of the 23 literacy strategies and practices used, over 50 percent met Level 1, eight met Level 2; and the remainder met Level 3 and 4. LEARN offers an integrated thematic ELA curriculum. The goal of building oral language, thinking skills, goal setting, creativity, reading fluency, phonics knowledge, vocabulary, reading comprehension, grammar, and knowledge of literacy elements, aligns to the literacy gaps of Grissom students.

The Curriculum. LEARN not only reflects the school-day literacy curriculum in learning goals and standards but approaches literacy learning in unique ways, designed for afterschool programs. This allows lead teachers to deliver a consistent, intentional, and engaging research-based set of lessons.

The curriculum is designed for certified teachers, paraprofessionals, and college students to teach. LEARN is aligned to the Common Core Standards, which are reflected in the Indiana State ELA Standards. *HELP Learning to Read* for K-1 includes student-centered developmentally appropriate practices. *LEARN* (grades 2-5) include 11 activities per day for teachers to select based on learner needs and interests. Each activity is 5-15 minutes in length, making for a fast-moving, active, afterschool literacy experience as shown in Table 19.

Table 19: Example of LEARN Weekly Activity Schedule

Time Mins.	Activity	Mon.	Tues.	Weds.	Thurs.	Friday
5	Opening Magic	Back to Back	Name Five?	Change It!	Secret Leader	One in Five
5	Daily Tone	Daily Tone 1	Daily Tone 2	Daily Tone 3	Daily Tone 4	Daily Tone 5
15	Reading MAP	Anansi the Spider	Hill of Fire, Ch. 1	Zomo the Rabbit	Hill of Fire, Ch. 2	Creative Response Choices: ○ Spider Masks ○ Volcano Models ○ Zomo ○ Jewelry
10	Q10	Running Questions	Act It Out	Prove It!	Quiz Show	
10	Literature Response	Character Chart	Simile Sense	Doing Dialogue	Setting Sketch	
10	Recreation	Spider Tag	Cows and Plows	Who’s the Rabbit	Eruption!	
10	WERD Writing	Who Am I?				
	Word Collection		Word Trading			

Word Games			Letter Strings		o Mexican Crafts
Lit Quiz				LitQuiz 3	

LEARN features five keys to reading success, which are aligned to the National Reading Panel reading components and *Fountas & Pinnell* school-day literacy curriculum: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Literacy materials include read-aloud books of fiction and non-fiction, picture books and chapter books, Four themes will be explored during the school year with an additional theme explored in the summer. LitART provides professional development, teacher guides, and training notebooks.

8.1b Evidence-based Programming: Physical and Nutritional Development

The Need. According to the Centers for Disease Control (CDC), in the United States over 61 percent of children ages 9-13 do not participate in any organized activity outside of school. Reports indicate that 32 percent of Indiana youth are overweight or obese. Delaware County (Muncie and surrounding area) is one of the unhealthiest, ranking 87 out of the 92 counties.

The Solution. *Amazing Astros* will address this issue through the Y's evidence-based community health curriculum, *CATCH - Coordinated Approach to Child Health*. *CATCH* is proven to reduce childhood obesity as supported in 25 years of academic papers. The studies show that students' experience up to an 11 percent decrease in overweightness and obesity. Locally, the Muncie Y's pilot *CATCH* program was shown to increase children's consumption of healthy food by 45 percent and physical activity by 74 percent.

The Curriculum. The *CATCH* curriculum offers the opportunity to "unite multiple players in a child's life to create a community of health." This approach aligns with the MCS Strategic plan of community focus through a "Web of Support," that is, each child being surrounded by at least five caring adults from across the community.

The *CATCH* curriculum coordinates healthy messages throughout the community, in keeping with the Centers for Disease Control's "Whole School, Whole Community, Whole Child" model. The Y will institute the *CATCH* Kids Club (CKC) focusing on making healthy foods choices and providing an increased amount of daily moderate to vigorous physical activity.

For nutrition, the curriculum presents fun activities building on what children are learning in school, including making snacks, following recipes, and planning nutritional meals to take home to try out. The CKC meets the National Afterschool Association Standards for Healthy Eating and Physical Activity as best practices for out-of-school time. *CATCH* trainers will provide professional development to the YMCA staff.

8.1c. Evidence-based Programming: Social and Emotional Development

The Need. In 2015, the National YMCA determined that out-of-school programs must include social and emotional development or “Character Development.”

... we [the YMCA USA] think about many of the issues and challenges young people face in our communities from a social justice perspective. We want to refresh and renew that work, so out of that came the support for the Character Development Learning Institute.

The Institute, CDLI, corresponds to the growing body of research that children in out-of-school programs benefit from character development in their social and emotional well-being, behavioral health, and academic performance.

The Solution of Adult Learning

The YMCA-USA developed training for program leaders to increase their ability to integrate character development. CDLI leadership determined that staff and volunteers would be more effective in integrating character development with the knowledge and skills in five adult practice areas: empathy, emotion management, personal development, relationship-building, and responsibility.

The Curriculum

The Y’s character development adult training provides the framework – not a curriculum – for the staff to embed through day-to-day interactions with children. As the Y staff participate in the CDLI training, they will examine and shift their behavior, attitudes, and skills to address the social and emotional needs of students and modeling and encouragement of SE growth.

8.2 Objectives, Activities, Performance Measures, and Assessment Strategies

The *Amazing Astros* program will: 1) Improve academic achievement, 2) Improve social, emotional, and behavioral outcomes, 3) Improve physical activity and nutritional choices, and and, 4) Increase family involvement.

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1. Improve student academic achievement	1.1) Participants will meet or exceed Indiana State standards in English language arts performance.	1.1) Students use LEARN curriculum coupled with teachers use of best instructional practices	1.1a) IREAD-3 pass rates will increase by 10% each year of the program 1.1b) ILEARN ELA proficiency rates will increase 10% each year of the program 1.1.c) IREADY attainment of grade level reading standards will increase for 5% of students 1.1d) Reading comprehension at the instructional level will increase at more	1.1a) IREAD-3 assessment 1.1b) ILEARN ELA assessment 1.1c) IREADY assessment 1.1d) Fountas & Pinnell Benchmark

			than one year's growth in one year's time for 30% of the students	Assessment System
	1.2) Participants will meet or exceed Indiana State standards in Math performance.	1.2) Students receive assistance with math homework	1.2a) ILEARN Math proficiency rates will increase 10% each year of the program	1.2a) ILEARN Math assessment

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
2. Improve social, emotional, and behavioral outcomes	2.1) Participants will regularly attend the out-of-school programs	2.1) Participants will join a variety of academic, fitness, and cooking enrichment activities	2.1) 90% of participants will maintain a 95% or higher regular attendance rate in the afterschool program 2.b) 90% of participants will maintain a 95% or higher regular attendance rate in the summer school program	2.1.) Program attendance records 2.2) Program attendance records
	2.3) Participants will maintain regular school attendance	2.2) Early and aggressive promotion of student recruitment efforts	2.2) 90% of participants will maintain a 90% or higher regular school attendance rates	2.2) School attendance rates reported to IDOE
	2.3) Participants will have fewer disciplinary referrals than non-participants	2.3) Obtainment of family participation agreements of student and family activity events	2.3) 95% of participants will have lower than the school average disciplinary actions per academic year with no actions in the summer.	2.4) Classroom teacher and office records

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
3. Improve physical activity and nutritional choices	3.1) Participants will increase daily/weekly rate of physical activity	3.1) Daily medium to rigorous physical activities of games, exercises, and sports	3.1) 80% of participants will report at least 30 minutes of physical activity on 4 or more days a week	3.1) Student survey; Family survey
	3.2) Participants will increase identification of and choice of healthy foods	3.1) Daily nutritional and cooking activities	3.2a) 90% of participants will increase identification of healthy food choices 3.2b) 90% of participants will increase demonstration of making healthy food choices	3.2) Pre/post student survey

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
4. Increase family involvement	4.1) Family members will attend one Family Event during the year	4.1) Three Family Events each academic year	4.1) More than 50 student families will participate each program year	4.1) Program attendance rates
	4.2) Family members will engage in at-home literacy activities	4.1) At-home LEARN activities	4.2) 90% of families will engage in at-home literacy activities	4.2) Parent survey

9. Program Communication (5 points, 2 pages maximum)

9.1 Communication Plan

The 21st CCLC plan of communication will include sharing information with school leadership, school-day teachers, community stakeholders, and families of program participants. The plan also includes the Grissom school-day teachers and principal sharing information with the afterschool program staff.

Communicating with School Leadership

School leadership, in this instance, refers to the Grissom principal, the district’s Director of Elementary Education, the Superintendent/CEO and at her discretion, the school board. Varied types of communication and schedules will be used with each. The program director and the principal will meet frequently in planning to implement the first year of the program. With an office located in the school, the program director can learn the school’s routines and procedures, make herself at home in the building, learn about the facility and equipment, and develop relationships with students, staff, and families.

Once the program begins, the director and principal will meet weekly. They will confidentially share information about students and families, coordinate program and school events, share updates of curricula and activities, and discuss school and program data. The district Director of Elementary Education will meet quarterly with the program director to learn of progress towards program goals and assist in problem-solving issues that have arisen. The CEO and the Director of Elementary Education will periodically visit the afterschool and summer school programs. They will observe lessons and activities and talk with students and families. The program director will provide information and data as requested.

Communicating with School-Day Staff

Having a scheduled time for program staff and school-day staff to meet is important as they are teaching the same learners and working with the same families. The two groups will meet once a month with an established agenda to share data, determine progress on goals, and discuss critical events in students’ and families’ lives that may affect learning and behaviors.

Concerning literacy, Grissom teachers will provide data about students' reading behaviors and accomplishments from the *Fountas & Pinnell (F&P) Benchmark Assessment System*, including student movement across guided reading groups. Day-school teachers will provide statewide ELA assessments data, knowing that the day-to-day reading behaviors through F&P will be more useful to the program staff. The staffs will offer concerns and celebrate achievements of the shared students. This monthly communication will increase the consistency between the school and the afterschool program, an important aspect for student success.

Communicating with Community Stakeholders

The information to be provided to the community stakeholders is specific: a description of the program services, the location of the program, and how to access the program. This type of information corresponds to a marketing approach with goals of informing the community of the program's existence, relaying enticing details, and a concise statement of contact and enrollment information.

MCS will create an *Amazing Astros Launch* to announce the program well before the opening Fall 2021 through community-wide flyers, signs, and social media posts. When the programs are in session, the community may attend the "Celebrations of Learning," with student academic progress is showcased. Invitations will be sent to Grissom staff, school board members, funders, and public officials.

Communicating with Families of Program Participants

Potential families will learn about the *Amazing Astros* through community newsletters, public libraries, early childhood and daycare providers, and other neighborhood venues. Communications with families will occur on a regular planned basis with additional communications provided as needed. Families will receive information and updates through newsletters, activity calendars, and social media. Staff will provide monthly progress reports to families related to all program goals. To ensure positive relationships, program staff will receive training on best practices for interacting with parents and family members.

9.2 Using 21st CCLC Logo and Terns in Marketing

The *Amazing Astros* afterschool and summer school program looks forward to being identified as a 21st Century Community Learning Center program. MCS will ensure the 21st CLCC logo and wording is easily identifiable on all informational, educational, and promotional materials. This will allow MCS to acknowledge the principle funding source and its positive effect in the development of the children of the Grissom community.

10. Professional Development (10 points, 5 pages maximum)

The following pages contain the professional development plan. After the plan, a narrative describes how the professional development (PD) needs of various staff members will be assessed and addressed, for all levels of program staff. Lastly, an explanation is presented of how the PD activities serve to enhance program quality and achieve the program goals.

10.1 Professional Development Plan (Table 21)

Table 21: Professional Development Plan

Program Name	Amazing Astros Afterschool and Summer School Program	Provider	Training Objective	Program Director	Impact on Program Quality	Staff Participation (Titles/Numbers)	Dates of Implementation		June 1, 2021—June 30, 2022		CYC Competency
							Hours of Training	Total Cost	Funding Assigned	Date of Training	
Literacy Program START	LitART	Increase staff ability to construct & teach evidence based literacy lessons	Improved quality and consistency of taught priority area	Lead Teachers 4 Teacher Assistants 6 Program Director 1	6	\$1,000	CCLC	July 2021	Professionalism		
First Aid & CPR	TBD	Training on safety, first aid and CPR	Improve safety of all children	All staff	6	\$900	CCLC	July	Developmental Practice		
Physical-Nutrition Program CATCH	YMCA – USA	Improve staff knowledge of child physical development and the roles that nutrition and physical activity play in it	Improved quality and consistency of physical and nutritional experience	Lead Teachers 4 Teacher Assistants 6 Program Director 1	6	In-kind	YMCA	July 2021	Applied Human Development		
Diversity, Equity, Inclusion, Trauma for Teaching	MCS Director of Diversity	Increase staff understanding of cultural & human diversity and appropriate and supportive responses	Increased appropriate responses to children’s social and emotional needs	Lead Teachers 4 Teacher Assistants 6 Program Director 1	multiple	In-kind	MCS staff	Ongoing	Cultural & Human Diversity		
Best Practices in Working with Parents	Ball State Univ.	Improve staff skills in communicating with and engaging parents/families	Improved parent satisfaction with communication and increased involvement	Lead Teachers 4 Teacher Assistants 6 Program Director 1	6	In-kind	BSU	July	Relationships & Communication		
Treasures of the Grissom Community	Program Director/ Local residents	Increase knowledge and appreciation for the community	Increased SEL and character development	Lead Teachers 4 Teacher Assistants 6 Program Director 1	16	In-kind	MCS staff	Monthly	Cultural & Human Diversity		
Stipends	Various	Various trainings above and orientation trainings	Improved instruction and programming	All staff	> 250 hrs. time training	\$5000	CCLC	All year			
Evaluation		Various training on evaluation, E.g., surveys	Improve quality of program	All staff	Various	8000	CCLC	Through out year			
PS Total Estimated Cost		\$14,900	% of Total Budget		9% including evaluation; 4% not including evaluation						

10.2. Assessment for Professional Development Needs and 10.3 How Staff PD Needs Will Be Met

Assessing and Addressing PD Needs of Staff

Professional development (PD) will underlie the *Amazing Astros* out-of-school programs, aligning to the MCS commitment in the Strategic Plan 2020-2025: “Foundational Principle 2: continuous, aligned, and strategic professional learning.”

The need of all staff members to gain awareness and knowledge about the Grissom community, the program, and the learners will be accomplished as part of the initial orientation and training time. The orientation will consist of team building activities; touring the neighborhood to become familiar with community assets; program design and schedules; staff requirements; planning for instruction; and spending time in school day classrooms to develop relationships with program participants. All staff will also complete the required First Aid/CPR training and will be invited to attend professional development that is provided by Muncie Community School throughout the year. Those involved in providing the orientation include the school principal, Grissom teachers, the program director, and members of the community.

The need of the program director/site coordinator is to possess the knowledge and skills to implement an academically, socially, physically, and culturally rich program, while adhering to best instructional practices, maintaining a balanced budget, and supervising all staff. These functions align to the trainings to be attended: (a) the annual Indiana Summit on Out-of-School Learning, (b) two annual IDOE trainings, and (c) two IDOE regional meetings. In addition, the director will gain knowledge through participating in IDOE webinars such as, *Designing and Implementing Effective Programs*, and *Organization and Leadership Development*. The program director’s need for additional training will be determined through weekly meetings with the school principal and the quarterly meetings with district Director of Elementary.

The needs of direct service staff – the lead teachers and the assistant teachers – will be determined when hiring occurs. Their needs will correspond to the job roles and the program goals. Direct service staff will participate in monthly PD on district early release days once a month for school-day professional development. PD will include trainings from a LitART literacy consultant and from a YMCA-USA trainer for the CATCH program.

MCS’ Director of Diversity will lead several sessions concerning diversity, equity, inclusion, and trauma. Ball State faculty will present sessions concerning communicating with and engaging parents/families. The program director will organize, with assistance from the PAC, trainings on understanding and appreciating the Grissom area community and getting to know local leaders. All trainings will afford staff with additional knowledge and skills to achieve the program goals.

The needs of the school-day teachers include a basic understanding of the purposes and functions of afterschool program as differentiated from the school-day. This includes

recognizing the importance of the relationship between school day and out-of-school teaching staff, in terms of learner achievement and well-being. School-day teachers need to know their role in providing results from student literacy assessments and reading behaviors, and social-emotional behaviors. The program director will conduct the training for school-day teachers.

10.4 How PD Enhances Program Quality

The professional development provided to staff is considered essential for the program to reach its goals and to ensure a safe learning environment for the learners. The LEARN literacy training and the CATCH physical-nutritional trainings are critical for staff that will be providing those services to children. As evidenced-based programs, there are specific steps, components, and processes that the adults must follow to achieve the success evidenced in the research. The trainings will include the student and classroom materials and the teacher guides, with demonstrations of teaching, using the materials. Completion of the trainings will ensure implementation with fidelity to create the same learning conditions as in the studies and therefore, reach success in achieving the literacy, physical, and nutritional program goals.

A key component of the *Amazing Astros* out-of-school program is parent involvement. Communicating with parents requires a unique set of skills; it takes understanding, tact, empathy, honesty, and listening skills. To ensure all staff develop these attitudes and skills, the Best Practices in Working with Parents training will help staff to improve their communication skills, specifically with parents. This, in turn, will create a positive effect on parent engagement.

The Grissom students and families may not be of the same ethnicity or social-economic status as the program staff. Thus, it is incumbent on the staff to develop cultural responsiveness and examine the concepts of diversity, equity, and inclusion. They need to be prepared to support children who have experienced trauma. The Diversity, Equity, Inclusion, Trauma in Teaching training will speak directly to the concepts with ideas for staff in addressing them in their activities and their communications – with both students and families.

11. Evaluation (10 points, 5 pages maximum)

11.1 Evaluation Plan

Upon receiving the 21st CCLC award, MCS will contact the selected researcher/evaluator to ensure the timely implementation of the evaluation plan. The Ball State evaluation of the *Amazing Astros* program will follow a mixed methods approach that addresses the evaluation questions and includes a rigorous collection and analysis of both qualitative and quantitative data. This approach will assist the evaluator in answering questions in the following three areas:

a) demographics of students who attended the out-of-school program; b) program implementation and delivery; and c) outcomes, outputs, and impacts of participation for Grissom students.

A case study approach will allow researchers to focus on the case, which is to gain in-depth understanding of the Grissom out-of-school programs through the collecting of data using multiple methods. Three over-arching questions will guide the evaluation of the program:

- Does program implementation align with evidence-based after-school intervention practice and instructional best practices? (i.e. program fidelity)?
- Which system-level components hinder or facilitate effective after-school experiences for students in the program? (i.e. students are engaged, and data is used to inform practice)
- What differences exist on student outcomes (school absences, grades, standardized test scores) for students attending the afterschool program at three levels of intensity, 1-29 days, 30-59 days, and 60+ days?

The evaluator will analyze the data annually over the four-year grant period to determine overall program effectiveness and inform program improvement. Each semester, the evaluator will meet with the program director, school principal, and district Director of Elementary to discuss the data results, conduct root cause analysis as needed, and discuss the services, processes, communications, and other variables and make appropriate adjustments. At the end of the school year, the evaluator will prepare an annual report to be presented to stakeholders in the summer and provide data and reports in compliance with state and federal requirements.

11.2 Local Evaluator

Dr. Jerrell Cassady, chair of the Department of Educational Psychology will serve as lead evaluator for this project, contributing expertise in research design, program evaluation, and data collection and analysis. Dr. Cassady is a Ball State employee, but he has no responsibility related to the *Amazing Astros* program, thus ensuring an evaluator that is local and external to the program. Dr. Cassady serves as program chair for the Department of Educational Psychology, at Ball State. Since 1999, he has been serving as an evaluator and research consultant, conducting numerous state and federal education-related evaluations.

With a background in literacy and social-emotional learning and co-authoring the book, *Emotional Intelligence: Perspectives on educational and positive psychology*, Dr. Cassady brings extensive knowledge and experience in the program priority and focus areas, and twenty years of experience in conducting evaluations. Dr. Cassady will employ a team of trained graduate and undergraduate students to conduct and monitor the data collection for the evaluation at the out-of-school programs.

11.3 Strategies of Measurement

The researcher/evaluator will collect and analyze multiple measures of qualitative and quantitative data using a variety of instruments. The data will be collected multiple times over the course of the year to ensure a full picture of the program rather than merely a snapshot. Types of measures include:

- a. Observations: Ball State research faculty and graduate students will visit the Grissom program multiple times over the course of the year and observe students in the program and the programming in its natural setting. Observations will follow the MCS grant narrative to ensure the functioning of the proposed activities. The open-ended observations will permit researchers to examine programming in such a way to not restrict perceptions or viewpoints.
- b. Surveys: *Amazing Astros* staff and Grissom day-school staff will be asked to complete surveys at the end of the school year. The surveys will include five questions as related to the programmatic goals: 1) turning in homework on time, 2) completing homework to teacher satisfaction, 3) participating in class, 4) behaving well in class, and 5) academic performance.
- c. Student Data: Student level data will be recorded for all participants, including demographic data (age, gender, grade, race/ethnicity, free and reduced lunch eligibility), program attendance days and attendance levels, school-day attendance data, and standardized test results (ILEARN, IREAD-3). Grades for students from their day-school classes will also be included as well as the data from the local assessment, *Fountas & Pinnell Benchmark Assessment System*.

Evaluation data will be used annually to ensure continuous improvement of the program. The researcher/evaluator will hold an annual meeting with the program director, the school principal and the district leadership. The evaluator will present the annual report, providing a review of the information and address questions and concerns. The program director will meet with the Parent Advisory Board following the evaluator meeting to assess the needs of students and discuss how to tailor the program to meet those needs. Program staff led by the director will meet annually to set internal goals and regularly monitor program progress.

As required by IDOE, the Indiana Quality Program Self-Assessment (IN-QPSA) will be completed annually. The tool, developed in a collaboration between the Indiana Afterschool Network and the IDOE, includes surveys leading to afterschool program self-assessment and the tracking of progress over time. The program staff will set and evaluate different benchmarks from year to year.

Annual Reporting

At the end of the school year, the researcher/evaluator will assemble a summative report employing the data collected. These reports will be provided July 2022, July 2023, July 2024 and July 2025, with a final report issued August 2025. The Year End reports will include data and analysis of the process and outcome evaluations. Student attendance data, both school day attendance and program attendance, will be collected and analyzed according to IDOE and 21st CCLC performance measures; and ILEARN and IREAD-3 and other assessment data comparisons will be made between regular and non-regular participants in the mid-year reports.

Annual evaluation briefs of afterschool programming will focus on implementation fidelity and provide feedback to the program provider and to the program as a whole. Annual reports will highlight findings from observations, interviews, surveys and statistical analyses of achievement, behavior, and attendance level data.

The final report in August 2025 will present the findings of the after-school programming on (a) academic targets, (b) school attendance targets, (c) student social, emotional, behavioral targets, (d) student physical activity and nutritional choices targets, and (d) family involvement targets across all years of the grant.

Grissom Elementary bears complete responsibility for the timely collection and submission of student grades, ILEARN, IREAD-3, and IREADY scores, teacher survey results, and other required information. The 21st CCLC program director along with IT support will submit data into the E-Z Reports system according to IDOE/21st CCLC requirements. The school is responsible for maintaining the confidentiality of student records while providing appropriate levels of access to its program partners.

The evaluation team will coordinate with the Grissom staff to obtain written consent for all participants in the evaluation, including parents, students, and staff. The consent forms will be included as part of the registration packet at the beginning of the programs. The Institutional Review Board (IRB) at Ball State will approve all aspects of the evaluation. All evaluation staff has been trained in ethical standards related to confidentiality and the protection of human subjects. Participation in the evaluation is voluntary and there will be no penalty (e.g. removal from the program) if parents or students do not wish to participate in any aspect of the evaluation.

The 21st CCLC Performance Measure document outlines the proposed goals, outcomes and measures (see next page).

Amazing Astros Afterschool/Summer Program

Grissom Elementary School, Muncie Community Schools

Category 1: Academic Outcomes

1. REQUIRED: Provide one ELA grade measure & one math grade measure per grading scale (up to 4 measures)
2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement

1. IREAD-3 pass rates will increase by 10% each year of the program*
2. ILEARN ELA proficiency rates will increase 10% each year of the program*
3. IREADY attainment of grade level reading standards will increase for 5% of students*
4. ILEARN Math proficiency rates will increase 10% each year of the program.

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the following Focus Areas; must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

1. 80% of participants will report at least 30 minutes of physical activity on 4 or more days a week.
2. 90% of participants will increase demonstrations of making healthy food choices.

Focus Area: Social/Emotional Learning

1. 90% of participants will maintain a 95% or higher regular attendance rate in the afterschool program.
2. 90% of participants will maintain a 90% or higher regular day-school attendance rate

Focus Area: In-School or Afterschool Behavior

1. 95% of participants will have lower than the school average disciplinary actions per academic year and no actions in the summer.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

1. 90% of families will report completion of literacy activities at home

Focus Area: Involvement with Student's School

1. More than 50% of students' families will participate in Family Events at school each year.

Grading Scales

Site Name	Grade Levels Scale is Used	Grades (listed from highest to lowest)	Define the Grading Scale	Are students assessed on same indicators each grading period?
Grissom Elementary	K-5	A, B, C, D, F	E=Exceeding, M=Mastery, P=Progressing, N=Not Progressing	Yes

12. Safety and Transportation (5 points, 3 pages maximum)

School Location. Grissom Elementary Schools is located in the southside of the City of Muncie. The neighborhood consists of single-family homes, apartments, a few stores, and some empty lots.

Travel Safely To and From Program and Home: The *Amazing Astros* programs will be conducted in the Grissom Elementary school building and grounds. Afterschool students will walk, under adult supervision, to the area the school where afterschool will take place. Between 5:30 – 6:00 p.m., designated adults will come into the school, provide identification, sign their names and the time on the afterschool log, and leave with their children.

Needs of Working Families. The afterschool program concludes at 5:45 p.m. with staff available until 6:00 p.m. The schedule supports the needs of most working families as in most instances the workday ends between 5:00-5:30 p.m. By the time family members drive from work to the school, it will 5:30 or after. Grissom is accessible on the Muncie Indiana Transit System (MITS) bus line as an additional means of transportation.

On-Site Safety. As in all Muncie Community Schools, Grissom Elementary has procedures and processes in place to maintain student and staff safety. Daily procedures such as restroom visits, activity transitions, and dismissal, follow written and posted processes, reflecting the Indiana Afterschool Standards. Staff will be trained on these processes, know the contact members of the City of Muncie and the MCS emergency numbers, and the location of equipment such as fire extinguishers and heart defibrillators.

As previously described, parents, when arriving, must sign-in/out, show identification, and be on record as the approved adult for transporting the child. Grissom Elementary meets Indiana Afterschool Standard 19 (a & c) regarding Safety, Health and Nutrition.

The YMCA will conduct hiring of staff and are responsible for the volunteers, following the YMCA-USE hiring practices (see next paragraph). All potential staff and volunteers participate in background and sexual offender registry checks meeting the requirements of criminal history

background checks for school employees and contracted partners, Indiana Code 20-5-2-7. For Ball State students participating in internships, student teaching or volunteering, the Y requires, in addition, drug screening, fingerprinting, a TB skin test, and a health exam.

In addition, staff and volunteers will receive training from the YMCA on Grissom's crisis management plan and conflict resolution, handling of emergency situations, First Aid/CPR and the Child and Adult Care Food Program guidelines. The program director will provide training on safety procedures for evacuation, shelter in place, lockdown, tornado, and fire with regular practice drills. The playground will be checked regularly for safety and stability as overseen by the MCS facilities manager.

Hiring Practices

Adhering to the Indiana State Afterschool Standards (IN SAS), a written job description will exist for the program director, the lead teachers, and the assistant teachers. The job descriptions will be utilized in the hiring process. The program director/site manager will have two years of experience working with children/youth in children's programs and/or has a two-year associate degree in a childcare, related field (IN SAS 30b). Lead teachers will be state-certified educators. The assistant teachers are not required to have licenses or certificates but ideally will be working towards such.

Confidentiality

The MCS and YMCA Human Resources offices house all personnel files in locked file drawers in a secured room. Both also have a restricted access private computer network with access shared only by authorized personnel. MCS and the Y adhere to all federal and state data privacy regulations.

13. Budget (15 points; NA pages)

The budget is attached.

14. Program Stability (2.5 points; 2 pages)

MCS and the YMCA are committed to providing afterschool and summer school opportunities for the children of Muncie. There is a relatively high cost to starting, maintaining, and adding additional programs. Receiving the 21st CCLC grant will allow the partners to create an initial MCS out-of-school program, which will serve as a model for future programs in the remaining elementary schools. Through this effort MCS will build its local capacity to hire, staff, evaluate and implement out-of-school programs.

Program Stability Plan Goals

For year one of programming, MCS will focus on two goals.

- **Goal 1.** Develop a community-wide marketing/communication approach to build interest, understanding, and appreciation for the Grissom out-of-school programs through stories, photos, interview and quotes from program staff, learners, and parents.
- **Goal 2.** Build a knowledgeable and compassionate cadre of teachers of literacy, assistant teachers, and volunteers that understand the purposes and benefits of out-of-school programs, that develop additional skills in providing appropriate opportunities for student reading, physical exercise, nutritional knowledge, and social and emotional development, and in working with families to communicate the positive aspects of the programs throughout the community.

Impact on Program Sustainability

The community-wide marketing/communications approach will send a continuous positive message about the *Amazing Astros* program. This, in turn, may lead to increased family participation, regular student attendance, and parent request/demand for out-of-school programs in other schools. The approach may attract other organizations/entities that seek to partner in similar programs, such as the Muncie Parks and Recreation department. The message will attract the attention of current and potential funders in the Muncie area, e.g., Ball Brothers Foundation, George and Francis Foundation, and The Community Foundation.

Establishing an initial cadre of strong, reliable, and caring staff will set a high bar for staff competencies and standards that will be expected of future staffs and of practices that put learners first. As families experience the benefit of the program for both themselves and their children, other parents will enroll and ask for programs in their children's schools. As staff share the afterschool "way" of teaching and of learning, the ease of teaching in small groups, the ability to spend more leisure and fun times with the students, and the learners' energetic responses, other staff from teachers to paraprofessionals to college students will reach out to participate in out-of-school opportunities. This will help to build the quality and the quantity of future staff.

MCS and the Y will seek to recruit staff and volunteers from the Grissom community. This will build capacity in the neighborhood for adults to be involved with afterschool programs. Additionally, the program staff will learn about the community from local residents and the students will see people they recognize or know.

APPENDIX 1**MEMORANDUM OF UNDERSTANDING****Muncie Community Schools and the YMCA of Muncie**

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

MCS and the Y desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. MCS and the Y will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at Grissom Elementary School.

PURPOSE

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

DESCRIPTION OF PROGRAM SERVICES

MCS agrees to the following:

1. Act as the fiscal agent and ensure IDOE funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.

2. Provide adequate space for services. This will include a minimum of a designated office space, the cafeteria, gymnasium, classroom space and the library media center/computer lab at Grissom Elementary School. Space provided will also include access to needed school facilities, office equipment, telephones, and supplies at both sites.
3. Work collaboratively with the Y to identify high-priority student participants and to meet needs of youth served in the program.
4. Develop common confidentiality guidelines to share information between MCS and the Y to the extent permitted by the Indiana Education Code and the Welfare and Institutions Code governing client confidentiality.
5. Provide out-of-school time snacks and supper meals through the School Nutrition Program managed by IDOE.
6. Maintain coordination of other agencies and service providers with the Y.
7. Provide the needed student assessment forms and evaluation requirements, including the identification and selection of local evaluator.
8. Assist with coordination of safe transportation of youth home following the 21st CCLC Out-of-School Time Program. This includes providing the Y with a list of youth who are transported by parents/authorized guardians and those who will board buses for transportation home.
9. Provide professional development opportunities to the Y staff.

The YMCA will:

1. Provide a parent sign-up table and a YMCA representative at each 21st CCLC program site's School Registration Days.
2. Provide Program Director to oversee Site Directors (Coordinators) and to support their collaborative work with school administrators and the Y partner agencies.
3. Provide up to ten Youth Development Professionals at each site for a minimum of 3 hours a day x 180 days to provide academic enrichment, healthy lifestyles and character development program and activities that

emphasize positive youth development, academic success, life skills, and pro-social behaviors.

4. Provide one full-time Site Director at the Out-of-School Time Program site, Grissom Elementary School for 8 hours per day, five days per week, for a minimum of 180 days. The Site Director will be responsible for coordinating all hiring, training and on-going professional development, as well as providing leadership for all Youth Development Professionals hired by the Y and employed in the Out-of-School Time Program, as described in the Site Director job description.
5. Deliver services as an out-of-school time program from 2:40 PM to 5:40 PM at Grissom Elementary School on designated days of program's operation.
6. Be responsible for maintaining evaluation data, attendance forms, and other relevant program documentation as needed by MCS and project evaluators (local and State).
7. Designate a YMCA employee to serve on the Advisory Group (School Improvement/Schoolwide Planning Committee) for each designated site.
8. Be responsible for general program coordination, including set-ups & clean-up and first aid.

TERMS

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

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

TERMINATION CLAUSE

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

AMENDMENTS

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

HOLD HARMLESS/INDEMNIFICATION

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

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

INSURANCE

As part of, but without limiting the hold harmless covenant, the Y shall, during the term of this Agreement, carry a comprehensive general liability or property damage insurance in the amount of ONE MILLION DOLLARS (\$1,000,000). MCS and in their capacity as such, its officers, agent and employees shall be named as additional named insured in said policy. A certificate of said insurance shall be filed

with MCS before commencement by the YMCA of performance under this MOU. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to MCS. A certificate of insurance showing compliance with these requirements shall be filed with **MCS Chief Financial Officer, Mr. Brad DeRome.**

INDEPENDENT CONTRACTOR STATUS

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes, withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

FINGERPRINTING

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

WRITTEN NOTICE

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

APPROVALS

	
LEA Authorized Signature	Date
	
Partner Organization Authorized Signature	Date

**APPENDIX 2_a—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL
CONSULTATION FORM (2.5 POINTS)**

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

Muncie Community Schools met with *St. Mary School* on *July 30, 2020*
in consultation for participation in a 21st CCLC initiative in
Muncie, Delaware County.

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Elisha Schlaloch
Non-Public School Representative Signature

8/6/2020
Date

Leah Kuratkowski
Applicant Representative Signature

8/11/20
Date



APPENDIX 2b-EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

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

Muncie Community Schools met with **Saint Lawrence Catholic School (IDOE A790)** on **August 6, 2020** in consultation for participation in a 21st CCLC initiative in Muncie, Delaware County.

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

R.W. Frey
Non-Public School Representative Signature

2020.08.07

Date

LeAnn Kwiatkowski
Applicant Representative Signature

8-11-20

Date

APPENDIX #2C: EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOLS – MEETING MINUTES

July 30, 2020

August 6, 2020

Nonpublic Consultation with St. Mary and St. Lawrence Catholic Schools

In Attendance: Lee Ann Kwiatkowski, Elisha Schlabach, Rob Frey

In June, MCS conducted an in-person consultation with our two private schools. At that time, we discussed CCLC programs. The two nonpublic schools were not interested in participation,

Because MCS is writing a 21 CCLC for Grissom Elementary School, Dr. Kwiatkowski conducted a second consultation about CCLC via phone.

We discussed what services are provided through 21 CCLC.

We discussed identification process for the children. We would identify students who are below grade level standards with reading and math based on state and local assessments, English Learners, students with special needs and students needing social and emotional learning support. Services will take place at Grissom Elementary, Monday- Friday between 2:45 and 5:45. We would use an outside evaluator from Ball State University who is evaluating various programs in our schools.

Based on the location, time and after-school needs of their students, Elisha and Rob did not want to participate in this program. They will continue participating in Title I, II, III and IV.

APPENDIX #3: GEPA 427

As a district that had special language included in statute due to financial concerns, HEA 1315, over the past two years district leadership worked tirelessly to overcome substantial financial struggles within Muncie Community Schools. By righting our ship, the foundation has now been laid to redirect administrative efforts to our most fundamental purpose: to ensure an inclusive, equitable and effective education for all students. We will ensure students and staff have equitable access.

Yearly increased rates of students identified as emotionally-disturbed, eligible for special education, or referred to the principal's office due to behavior issues, point to our need to address whole-child student supports. With a preponderance of new teachers, we also recognize that too many of our educators do not have strong classroom management strategies to address behavioral issues that interfere with classroom learning.

Given the interactive relationships between behavior and academic success, significantly reduced disruptions that cause all learning to stop will better serve all students—and their learning. The formalization of districtwide behavioral expectations and interventions, balanced with culturally responsive practices, will enable us to better support all students' needs. Within our afterschool program, we will endeavor to employ practices that acknowledge, respond to, and celebrate all students' cultures—and strive for the equitable access to education for students from all cultures. In doing so, Muncie's mission will always be to focus on high expectations, through student-centered instructional approaches, in order to create a learning environment that is engaging and accessible to a broader range of students, both inside and outside the classroom.

MCS recently hired a Director of Diversity. She will include the site director, lead teachers and classroom assistants in highly effective professional development around culturally relevant practices. Each elementary school has a Master Teacher and the Grissom Master Teacher will assist *Amazing Astros* staff with professional development on instructional best practices that are designed to meet the needs of all learners.