

NAME OF LEA OR ORGANIZATION	YOUTH LEGACY FOUNDATION
ADDRESS	3239 TANSEL ROAD, #34485, INDIANAPOLIS, IN 46234
COUNTY	MARION
NAME OF CONTACT PERSON	YOLANDA WIDE
TITLE	EXECUTIVE DIRECTOR
PHONE NUMBER	317-679-4866
EMAIL	YWIDE@YOUTHLEGACY.ORG
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	YOLANDA WIDE
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	YWIDE@YOUTHLEGACY.ORG

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 TH
ALLEGiant PREPARATORY ACADEMY	94%	NOT RATED	60	K-4TH

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
ALLEGiant PREPARATORY ACADEMY	3125 CONCORD CT.	INDIANAPOLIS/MARION

<p><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></p>	<p>5 (K-4)</p>
<p><u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA</p>	<p>COLLEGE & CAREER READINESS</p>
<p><u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS</p>	<p>BEFORE SCHOOL 7:00 – 8:00 AM AFTER SCHOOL 4:00 – 6:00 PM</p>
<p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	<p>No</p>

ASSURANCES

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

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

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

Youth Legacy Foundation

Applicant Name (LEA or Organization)



Authorized Signature

8-9-20

Date

COMPLETED NON-PUBLIC CONSULTATION FORM(S)

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

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

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

Yes, we wish to participate

No, we do not wish to participate

Yes, we wish to participate and request further consultation

Non-Public School Representative

Signature

Applicant Representative

Signature

I. **PROJECT ABSTRACT**

Project Summary & Participants to be Served. The Youth Legacy Foundation (YLF), in partnership with elementary school Allegiant Preparatory Academy (APA), proposes to establish a 21st Century Community Learning Center. Through a program called Focused Learning for Youth (FLY), the 21st CCLC will focus on providing quality over quantity out-of-school time (OST) learning.

The FLY program will provide opportunities for students to participate in programming emphasizing academic enrichment, college and career readiness, and travel exploration during afterschool hours in a secure environment. The program will be available to APA's population of kindergarten through 4th grade students, serving 60 students.

Students will be selected based on low literacy proficiency, academic under achievement, lower socio-economic status, teacher recommendation, and parental interest. Priority will be given to students with the greatest need in literacy proficiency and those considered low-income. The program will operate 130 days per year, Monday through Thursday, from 7 a.m. to 8 a.m. and 4 p.m. to 6 p.m. Families will not be charged for student participation in the program.

Youth's Need. Allegiant Preparatory Academy (APA) is a Title I charter school, located on the westside of Indianapolis, in one of the city's most distressed areas. APA serves grades K-4, with 60% of the total student

population reading below grade level. Based on the STEP™ Literacy Assessment system, the school's preferred assessment tool, the results proved the school would greatly benefit from added instruction in reading proficiency. Based on data from 2018-2019, an average of 60% of APA students were reading below grade level. The school's free and reduced lunch rate is 94%. The school's percentage of minority students is 86%. Many of the students live within the surrounding community, known as Haughville, which houses predominantly low-income residents. In addition to the student needs, there is also a great need to assist working parents who are not able to provide the remedial help their students require.

Proposed Activities. The Focused Learning for Youth program will provide structured, educational, and stimulating activities, with a goal of aligning priorities to reflect those of Indiana Academic Standards. Students will be engaged in literacy and math interventions, designed to provide a range of creative and engaging curriculum. The activities will take place at the school site, in classroom and common areas, as well as offsite locations. Collaborating with APA educators to emphasize academic enrichment, the program will also provide college readiness and career development. The plan is to challenge and prove, the belief that students who can successfully master the objectives set forth in the standards, will be adequately prepared to go into the workforce or college. Utilizing the Focused Learning for Youth program, students in grades 1-4 will engage in interactive career

development through grade level books encompassing their career interests; this allows students to develop a basic understanding of the workforce. Kindergarten students will be engaged through play, and in handpicked literature, surrounding careers geared for the youngest of learners.

II. **PROGRAM QUALIFICATION**

Criteria. Based on the required program qualifications, the proposed 21st CCLC opportunity meets the criteria. Ninety-four percent of the Allegiant Preparatory Academy (APA) students receive free and reduced lunch, which is more than twice the grant requirement of 40%. Since APA is one of the newer charter schools, a state rating has not been assigned, however, the school reports an average of 60% of their students are not reading at grade level.

Origins of Partnership. The Youth Legacy Foundation (YLF) became aware of APA in 2019. Through a collaboration on financial literacy with Insight Financial, the YLF discovered a mutual connection with the founders of APA. Soon after, a relationship was nurtured, and collaborative efforts began. Through a series of listening meetings, the YLF learned of the successes and challenges of the school in relation to student achievement. With the start of the new school year, plans were developed to incorporate the Focused Learning for Youth program into APA's culture for student enrichment. The principal of APA and YLF administration are anticipating an expansion of the program to infuse the school's academic success; making it a model example of education in distressed areas when the proper educational formula and resources are applied wisely.

Priority Area. The proposed 21st CCLC priority area will be college and career readiness. For most students living in lower socio-economic areas, the idea of college is not discussed at home. However, providing students with a foundational awareness about college and careers is essential. In order to be better prepared to compete in the job market, the YLF believes it is never too early to begin introducing college and career options to youth. The 21st CCLC grant will be of benefit by exposing students in grades K-4 to the large world outside of the ones they are accustomed to.

Through the 21st CCLC opportunity, YLF will introduce a variety of college and career focused topics using fun, easy to understand methods. Outside of general discussions with students and their parents, a play to learn model will also be implemented to help young minds, with little to no awareness of college and career begin learning and building upon their future successes to positively impact the world. The idea is to offer broad exploration and exposure; not to engage the students in specific discussions of college and career paths. The YLF seeks to plant seeds about college and career readiness in the minds of both the students and their parents. Often these conversations begin far too late. Starting to discuss careers while students are in elementary school will aid in their growth and development. It will show students their capabilities, allow them to dream and assist them to become focused earlier. Therefore, exposing APA students to careers is valuable in shaping their mindset and building their self-esteem.

III. PRIORITY POINTS

Youth Legacy Foundation (YLF) is eligible for priority points based on the following:

- A new applicant to the 21st CCLC funding opportunity, without previous history of applying.
- 94% of Allegiant Preparatory Academy (APA) students receive free or reduced lunch.

The YLF will utilize the funding to aid in the advancement of the students at APA. With a 94% rate of students receiving free or reduced lunch, APA will greatly benefit from the partnership. The passionate school leadership and the number of students served makes this collaboration an exciting and worthwhile opportunity for 21st CCLC to support. As a new applicant, it was important for the YLF to find a school partner that understood the meaning of a true collaboration. APA does not see YLF as an outside entity, but as an extension of the school's culture. This message coming from APA administration makes working with teachers and parents easier. In addition, working with a small, but manageable group of students was also an important factor. It is the expectation that focusing on the quality of a smaller population of students will garner great results. As stated earlier, the YLF seeks to prove, that students who can successfully master the objectives set forth in the standards, will be adequately prepared for college or the workforce.

IV. **NEED FOR PROJECT**

After meeting with the school's administration and Insight Financial, a mutual partner of Allegiant Preparatory Academy (APA), the need for out-of-school time programming became evident; APA does not have the ability to offer this type of programming. The school is working with a small staff whose focus is ensuring the students are receiving the best education possible. This leaves little opportunity for them to implement an OST program or find external enrichment partnerships. This makes the 21st CCLC grant a vital component to assist in the growth of the school.

Programs to expose students to STEM learning opportunities, such as robotics are limited in the area. If there is a STEM program, there is generally a cost incurred by the families, or a distance to travel, requiring transportation. The Focused Learning for Youth (FLY) program will incorporate a well-rounded host of enrichment offerings for the students and parents based on discussions between the school administration and partner. However, moving forward, input from the parents and students has been built into the program and will be executed to include their needs and desires.

Currently, Allegiant Preparatory Academy is a grade K-3 school, adding subsequent grades each school year. Current student enrollment is 90% Black and represented as economically disadvantaged. According to the federal school ratings, Indiana schools are not getting it right on educating the most vulnerable students; with a large number of schools not meeting expectations

in educating students who qualify for free or reduced lunch, and those who are ESL, Black or Hispanic. APA is exceeding the average in attendance; the Youth Legacy Foundation believes this single piece of data speaks volumes about the school and parents. It shows that parents have a need and a desire for their students to attend this school. It also hints to the need for additional programming and the possible success in the number of regularly attending participants.

Table 1 Needs Comparison

	APA	Indiana
Black Students	90%	12%
Free/Reduced Lunch	94%	52%
Economically Disadvantaged	90%	47%
Attendance	93%	18%

**Source: Indiana Department of Education, Released 2020*

Allegiant Preparatory Academy uses the STEP™ Literacy Assessment system. As a result of schools closing in mid-March due to COVID-19, student assessments were not able to be completed and evaluated. Provided data is from the 2018-2019 school year.

Table 2 Students Performing Below Grade Level

Kindergarten	45%
1st	75%
2nd	90%

**2018/2019 Data: STEP™ Assessment*

See additional information for the need of the project in Section VI, (Community Data)

V. PARTNERSHIPS

The Youth Legacy Foundation (YLF) will collaborate with several partners to ensure a rewarding experience for the Allegiant Preparatory Academy (APA) students and parents. As an organization, the YLF understands the importance of community partnerships as a method to achieve successful outcomes. For the purposes of the first year experience, the partners identified will provide programming centered around the family unit. They have also agreed to provide educational enrichment activities to the student as part of the instructional component, as outlined in Table 3.

Allegiant Preparatory Academy has agreed to provide adequate space within the school for in-school programming, as well as help identify youth for the first cohort. APA has also agreed to allow Youth Legacy Foundation to have access to any additional necessary spaces inside the school and on the school grounds; this includes technology and physical education spaces and gym equipment. They will also support the program by supplying afterschool snacks and/or meals for the students enrolled in the program.

Future partnership discussions have included Butler University, Marian University and the University of Indianapolis to identify mentors for the youth. YLF will tap into its list of supporters and partners to assist with the 21st CCLC grant as needed. If awarded the opportunity, the list of formal partners will grow as the needs of the students and families are exposed.

Table 3 Project Partners

Allegiant Preparatory Academy	Partner school for the 21 st CCLC grant; providing student data, facility usage, snacks to student participants
Jessee Spencer	Local program evaluator; review data collection, facilitation of data collection, measurement of outcomes, preparation of summative evaluation report
Insight Financial	Financial professional will provide financial literacy classes to students and parents about money management, to include budgeting and managing debt <i>College & Career Readiness:</i> Professional will provide students with an overview of their job and college experience
Studio G	Fitness instructor will provide exercise and nutrition plans to students and parents to increase physical activity and focus on living a healthy lifestyle <i>College & Career Readiness:</i> Professional will provide students with an overview of their job and discuss the route taken to achieve their goals
Chef Joyce	Professional personal chef will provide cooking demonstrations to parents and students; will provide tips on healthy cooking on a budget; cooking demos for students will be related to a book called “Jobs People Do” <i>College & Career Readiness:</i> Professional will provide students with an overview of their job and discuss the route taken to achieve their goals

VI. PROGRAM DESIGN

Recruitment Criteria. The Focused Learning for Youth program will actively recruit students from K-4th grade. As mentioned in Section I, academic proficiency for Allegiant Preparatory Academy (APA) students is concerning. Priority will be given to those students identified as educationally disadvantaged based on not meeting proficiency standards, or at risk of not meeting proficiency standards; retention or performing below grade level in literacy and math. High consideration will be given to students demonstrating poor attendance and teacher recommendation.

Recruitment materials will be disseminated through mail and social media outlets. Materials will be designed to be: 1) quickly and easily understandable; 2) exciting and engaging; and 3) able to relay the program importance. Recruitment for students in extreme need of literacy assistance will be intentional and strategic. A more detailed approach will include direct marketing to the parents of these identified students during Summer 2021. Through phone calls and a co-authored letter with the school's principal and the program director, the following will be communicated: 1) an overview of the partnership; 2) a description of the program; 3) benefits and expected outcomes; 4) correlation between literacy and future career success; and 5) a personal invitation to their student. A Youth Legacy Foundation (YLF) representative will be present at all APA designated recruitment opportunities, including but not limited to; summer and fall events, student orientations, ice cream socials, and school open houses. Informational flyers will be included in school registration packets for K-4th grades.

Community Data. Aside from the high percentage of students receiving free and reduced lunch, and the predominant number of minority students, the need stretches beyond the walls of APA. According to The Polis Center, Haughville, once a community of white immigrants, saw a demographical shift in the 1950s. As major industrial employers closed their doors, the area's unemployment soared, as well as poverty, juvenile delinquency, and crime.

Currently, the community is riddled with vacant homes and a transient population with few owner-occupant homes.

According to Neighborhood Scout the residents living in the zip code surrounding APA are among the lowest income earners in Indianapolis, with a significantly higher rate of childhood poverty. In fact, this zip code has a childhood poverty rate that is greater than 93% of neighborhoods in the United States. Many homes are working poor families, working late hours or two jobs in the service and manufacturing industries with a median household income below the poverty line (Neighborhood Scout). Many of the community's residents were unemployed due to COVID-19, and the zip code encompassing APA has been one of the hardest hit by the pandemic in the city. In an area currently suffering from food insecurity, home instability, high crime and poverty rates, and poor health/living conditions; COVID-19 has caused loss of income, loss of a consistent food source (school for the youth) and increased the trauma suffered by the youth in the community.

COVID-19 stopped the school year just prior to spring break and before statewide assessment tests were to take place. As schools scrambled to provide resources for youth to learn virtually, the majority of youth in the area served by APA are technologically insecure, thus predicting they will fall further behind academically. There were already gaps in learning for youth in this zip code, however, COVID-19 exposed a blatant disparity in learning and access to technology. Most families receiving free and reduced lunch cannot afford the

latest computer, or the high-speed internet service required to adequately learn virtually. The families able to access the public library for their technology needs could no longer use this service, as libraries had to close during the pandemic. Cellphones, the primary mode to internet access for many in this community are not adequate for virtual learning. Additionally, many parents were either working jobs classified as “essential” or laid-off, as businesses were forced to close temporarily. This means in many cases the parents were not able to stay home and help the student with virtual schoolwork or not able to help due to a lack of education or access to resources, such as technology or learning aids.

Parental Involvement. Parents play a vital role in guiding their children through school and advocating for them. Providing education to parents about the importance of working as a team with the school will be a focus. During each parent meeting, emphasis will be placed on parent-teacher unity as a means to support and improve the student's learning and development. Volunteer opportunities will also be offered to parents, upon completing a background check. They will be encouraged to sign-up for a time to read to a class, assist a student in need of additional reading support, and be a part of the advisory council. Involving parents as volunteers can maximize a parent's engagement.

Parents and students in the program will be immersed in family programming. Trust building strategies will include: 1) consistent face-to-face

communication, utilizing evening pick-ups for brief engagement; 2) routine phone calls, providing student praise reports of academic and behavioral success; 3) quarterly newsletters, emphasizing learning overview of previous months and to provide additional resources; 4) designated onsite parent resource area to receive free community resources and educational activities; and 5) parental surveys, identifying barriers hindering involvement with student's learning. Data gathered will be used to gauge the necessities of classes in financial literacy, professional development, mental health, nutrition, and fitness. Classes and resources will be applied accordingly and in a consistent, reliable manner. When applicable, evidence based interventions will be applied with consideration of the entire family unit; with an emphasis on a holistic approach, with an ultimate goal of engaging the family in the development and support of their APA student.

Table 4 Parent Engagement Activities

Parent Survey	Administered beginning of school year; gauging family needs to assist with tailored programming
Volunteer Opportunities	Storytime readers, reading assistants, fieldtrip monitors, advisory council participant
Monthly Parent Meetings	Each month parents will receive an overview of the student lessons, overall progress, and home resources
Quarterly Family Activities	Families will participate in interactive activities to strengthen the family bond while providing valuable skills on: <ul style="list-style-type: none"> ▪ Fitness/Nutrition ▪ Cooking ▪ Financial Literacy ▪ College and Career Readiness for Young Learners
Parent Communication	<i>Student Pick-up</i> Site Instructors notify parents of the student's day (on target/off target), and share what the student learned; brief and intentional interaction, 5 min/daily; if face-to-face interaction is not available, a sticky

	<p>note will be sent home indicating the same information, daily</p> <p><i>Quarterly Newsletter</i> Publication will be sent home detailing and highlight program activities and lessons, including student photos and individual student achievements</p> <p><i>Phone Calls</i> Site Instructors will make weekly calls to parents, providing them with an overview of their student’s progress; calls will be positive in nature and tone</p>
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Snack and/or Meals. During the school year, participants will receive daily USDA approved snacks. Because 94% of the students at APA receive free or reduced lunch, the YLF will seek to obtain funding for snacks and meals through the USDA Food and Nutrition Service for out of school and summer programming. Until this has been approved, collaborative efforts will occur between APA and YLF. As a staple, snacks and/or meals will be provided by the school. In addition, YLF will work with its partners to find external resources for snacks and meals.

Weekly Schedule

Table 5 2021-2022 School Year Program Hours

Brief parental discussions will occur each day after school; Family meetings will occur for 2 hours, each quarter or 4 times per school year, focusing on topics outlined from the aforementioned parent survey. Parents meetings will occur 1 hour, one time each month or 10 times per school year; *Denotes an average of hours

	After School Hours	Before School Hours	Weekends Hours	Daily Evening Hours	Hours per Week	Number of Days per Week	Number of Weeks
Students	2	1	0	0	12	4	38
Parents	.08	0	2 hrs/qtr	1 hr/mthly	1 hr *	4	38

2021-2022 School Year Weekly After School Schedule TOTAL 2.00 hours (4:00 – 6:00 PM)

Time	15 min	20 min	5 min	20 min	15 min	30 min	15 min
Monday	Snack	Literacy Instruction	Sensory Break	Literacy Instruction	Recreation	Math/Science Instruction	Dismissal
Tuesday	Snack	Literacy Instruction	Sensory Break	Literacy Instruction	Recreation	Math/Science Instruction	Dismissal
Wednesday	Snack	Literacy Instruction	Sensory Break	Literacy Instruction	Recreation	Math/Science Instruction	Dismissal
Thursday	Snack	Literacy Instruction	Sensory Break	Literacy Instruction	Fitness/Nutrition	Math/Science Instruction	Dismissal

2021-2022 School Year Weekly Before School Schedule TOTAL 1.00 hour (7:00 – 8:00 AM)

Time	5 min	20 min	30 min	5 min			
Monday	Morning Motivation	College & Career	Homework Assistance	Dismissal			
Tuesday	Morning Motivation	College & Career	Homework Assistance	Dismissal			
Wednesday	Morning Motivation	College & Career	Homework Assistance	Dismissal			
Thursday	Morning Motivation	College & Career	Homework Assistance	Dismissal			

Table 6 Activity Descriptions

Activity	Description
Literacy Instruction	<ul style="list-style-type: none"> Classroom style learning enrichment from a research-based curriculum, specific to literacy Each grade level will enter their designated learning space with their OST instructor to begin literacy learning and techniques Instruction will be based on the academic needs
Math/Science Instruction	<ul style="list-style-type: none"> Classroom style learning enrichment from a research-based curriculum, specific to math and science Each grade level will enter their designated learning space with their OST instructor to begin literacy learning and techniques Instruction will be based on the academic needs
Sensory Break	<ul style="list-style-type: none"> Brief learning break allowing students to focus on a sensory item, of their selection The items will be fidget toys that support focus and engagement
Recreation	<ul style="list-style-type: none"> Structured recreational playtime, inside of the classroom Students will have the opportunity to take a break from learning to engage in fun and active play Opportunity for them to stretch, take a bathroom break, get a drink of water, bounce a ball or jump rope

Fitness/Nutrition	<ul style="list-style-type: none"> • Students will formally learn about healthy eating and exercise choices they can make for their age level • Weekly activity empowering the student to advocate for a healthy lifestyle for themselves and their families
Morning Motivation	<ul style="list-style-type: none"> • Before starting the school day, students participating in the before school 21st CCLC program, will share a brief statement about their plan of success for the school day • Examples will be given, such as remaining quiet until called on by the teacher or being kind to a classmate • Each day two students will be given a specific behavior topic to interpret in a brief 5-minute skit • Classmates will engage by describing ways in which to build upon positive behaviors
College & Career	<ul style="list-style-type: none"> • Discussions will be age-appropriate, allowing for younger students to understand the definitions and meanings of college and career • As the program advances, so will readiness discussions
Homework Assistance	<ul style="list-style-type: none"> • In conjunction with classroom teachers, students identified as needing additional assistance will receive morning assistance with their homework assignments, prior to the official school day

Alignment of Standards. The Focused Learning for Youth (FLY) program will utilize the evidence-based series of curriculum from LitART. The curriculum aligns with the Indiana Academic Standards, particularly for the targeted grades, K-4, in the areas of ELA. This curriculum addresses the foundations of ELA by emphasizing reading, writing, speaking and listening, and media literacy. Litamatics will be used for the math curriculum. This program aligns with the standards and provides opportunities for interactive participation from the students.

Staff Recruitment/Retention. Recruitment efforts will be done at local colleges and universities. Through partners of the Youth Legacy Foundation (YLF), a plan will be devised to promote to both undergraduate and graduate students in education at IUPUI, Butler and Marian Universities. Smaller marketing

efforts to colleges outside of Indianapolis will be done to assist with the programming. In addition to college recruitment, the Indiana Retired Teachers Association will be utilized. The YLF will also tap into the contact list of its curriculum liaison and site coordinator, both retired educators with long-standing reputations, insights and friends in education.

Interested applicants will complete the application, be interviewed, submit a sample lesson plan, and complete the necessary background check requirements. Upon being hired, they will attend mandatory orientation and trainings. To retain qualified site instructors, the YLF will hire dedicated educators. The hiring team will be sure to seek out candidates with a sincere interest in developing the next generation of doctors, lawyers, technicians, skilled labors and even presidents. With a common interest to ensure that children are able to succeed by removing barriers and engaging families. Retention efforts will also be done by making sure staff members feel supported by the YLF and the school's administration. In addition to support, the YLF will work to ensure staff members feel appreciated through various appreciation initiatives.

VII. EVIDENCE OF PREVIOUS SUCCESS

The Youth Legacy Foundation has operated youth related programming since 2012, with success in retaining its participants. The signature program Focused Learning for Youth, centers on college readiness and career development, drawing students from multiple schools. Beginning

in fifth grade, students are surveyed to discover their interests and paired with mentors to provide guidance, participate in monthly community service projects, select a book for group discussion and take part in travel exploration, including college visitations. Cohort sizes are kept small (between 10-12 participants) for retention and to assist in providing individualized services. Parent participation is solicited by encouraging them to become program volunteers for various trips and group initiatives. The program measures student academic achievement through the request of student grades. The success is celebrated by the program attendees not falling below average in their academic careers, receiving at least a C average in their respective elementary and middle schools.

Staffing for the Youth Legacy Foundation brings a wealth of knowledge in both programming and education. The Executive Director has a twenty year history of providing high quality programming to youth and adults throughout Central Indiana. Through her work at another organization, she was able to assist in the management of the organization's 21st CCLC grant. Through her tenure with the organization, reports were submitted in a timely manner, instructors were well-informed and provided with the highest level of professional development. In addition, she has spent time in operations at an IPS Innovation School where she managed several of the school's state and federal grants. The Education Liaison and Consultant for the Youth Legacy Foundation is an educator with over 30 years of teaching experience. Starting

her career with the South Bend Community School Corporation, she worked to ensure minority students received an equitable education. She also made sure they learned about sciences and math before they left her classroom. Years later, she excelled as an assistant principal with the Lawrence Township School District, then later moving into the role of guidance counselor. Her expertise in evidence based learning has aided in the selection of the curriculum that will be implemented for the 21st CCLC opportunity. The identified Site Coordinator is an educator with 30 years of teaching experience within the Indianapolis Public Schools system. Skilled in educational leadership and planning, she will ensure the designated Site Instructors are well versed in the Indiana Academic Standards, performance measures and requirements of the IN-QPSA.

During the program layout, APA's principal expressed an interest in utilizing this opportunity to provide extension learning to students. In order to do this, the Focused Learning for Youth program staff will work closely with schoolteachers to coordinate lesson plans and teaching components. The principal has agreed to give full support to these efforts, serving as a bridge with teachers, students and parents.

Because the Youth Legacy Foundation is a new applicant the below strategies, in addition to the performance measures outlined in Table 8, will be in place to ensure 1) optimal recruitment and program attendance; 2) youth receive academic support.

Table 7 Success Strategies

Recruitment & Attendance	Academic Support
<p><i>Appeal to Parents</i></p> <ul style="list-style-type: none"> - Demonstrate program importance, specific to their child - Encourage parent surveys as an effort to remove barriers - Provide parents with community resources and referrals - Relate the program’s priority area of college and career readiness to their child’s future success 	<p><i>Site Instructors</i></p> <ul style="list-style-type: none"> - Ensuring they are prepared and fully trained, understanding all program expectations - Provide overview of the Indiana Academic Standards - Will be held accountable for meeting the goals set forth for their class of regularly attending students - Provide regular, routine communication with parents; ensuring to focus on the student’s positive attributes
<p><i>Appeal to Students</i></p> <ul style="list-style-type: none"> - Promote the fun and interactive portions of the program - Ensure play-to-learn stations, sensory breaks and recreation are a part of the daily plan - Provide structured, not rigid instruction - Ensure staff instructors are upbeat and engaging 	<p><i>Daily Schedule & Curriculum</i></p> <ul style="list-style-type: none"> - Designed with the student demographics in mind - Includes shorter instruction periods with short breaks - Evidence based and age appropriate instruction
<p><i>Incentives</i></p> <ul style="list-style-type: none"> - Promote incentive box (prizes) to both parents and students through flyers and word of mouth - Share plan for the end of the school year educational reward trip for good behavior; ensuring parents and students understand the rules and expectations 	<p><i>School Collaboration</i></p> <ul style="list-style-type: none"> - Work closely with school administration and teachers to ensure alignment of school day instruction, behavioral plans, data collection of grades and test scores
<p><i>Attendance</i></p> <ul style="list-style-type: none"> - Ensure program attendance is monitored and the targeted goal is met for 60 days or more 	
<p><i>Fun Fun Fun</i></p> <ul style="list-style-type: none"> - Make sure students are smiling, laughing, and enjoying learning 	

VIII. PROGRAM IMPLEMENTATION

Evidence Based Programming. The performance measures listed in the Program Implementation (Table 8) are based on conversations with the school administration. Because of the abrupt end to the school year, student assessments were not able to be completed. Previous assessments showed a need for additional enrichment activities surrounding reading. In addition to the assessment tool utilized by the school, the Focused Learning for Youth program will implement I-Ready, a comprehensive assessment and instruction tool to assess students.

Upon enrolling in the program, students will take a pre-assessment to gauge their individual needs. Based on the results, students will be grouped according to learning levels. At the midpoint, students will receive another assessment to gauge progress. This will also give the site instructors the opportunity to make adjustments, if needed. The last assessment will be given at the end of the school year. A compilation of student scores will be reported and given to the school administration and parents.

The Focused Learning for Youth program will utilize the evidence-based series of curriculum from LitART. The curriculum aligns with the Indiana Academic Standards, specific for grades K-4 in the areas of ELA. This curriculum addresses the foundations of ELA by emphasizing reading, writing, speaking, listening and media literacy. Litamatics will be used for the math curriculum. This program aligns with the standards and provides opportunities for interactive

participation from the students.

The Focused Learning for Youth program will work with Curriculum Associates and its diagnostic tool, I-Ready. With the uncertainty surrounding in person learning caused by COVID-19, I-Ready offers a virtual format that prioritizes student engagement.

Table 8 Program Implementation

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	<p>1.1 Increase reading comprehension achievement among regular participants</p> <p>1.2 Increase mathematics achievement among regular participants</p> <p>1.3 Develop student knowledge, observation, and exploration in science</p>	<p>1.1a Homework assistance for identified individuals and groups</p> <p>1.1b Participation in interactive learning activities through evidence-based curriculum for reading comprehension, focused on school day alignment</p> <p>1.2a Homework assistance for identified individuals and groups</p> <p>1.2b Participation in interactive learning activities through evidence-based curriculum for mathematics, focused on school day alignment</p> <p>1.3 Engagement in STEM related projects for increased awareness and exposure</p>	<p>1.1 Forty-five percent of regular participants will pass the reading section of the STEP™ assessment</p> <p>1.2 Forty percent of regular participants will increase their math grade from fall to spring semester</p> <p>1.3 Seventy-five percent of regular participants will increase their knowledge of STEM from fall to spring semester</p>	<p>1.1 & 1.2a Pre and post reading tests from evidence - based curriculum</p> <p>1.1 & 1.2b STEP™ assessment results</p> <p>1.1 & 1.2c Report card grades</p> <p>1.1 & 1.2d Teacher reports</p> <p>1.3a Student pre and post-test of regular participants, after each STEM activity</p> <p>1.3b Student surveys</p>

<p>2) Improve Social and Behavioral Outcomes</p>	<p>2.1 Develop knowledge of and model positive classroom behaviors</p> <p>2.2 Increase positive classroom participation</p>	<p>2.1 & 2.2a Incorporate Morning Motivation into the before day program</p> <p>2.1 & 2.2b Daily morning examples of positive behaviors and problem solving through student lead skits</p> <p>2.1 & 2.2c Incorporate sensory cart breaks during learning enrichment time</p> <p>2.1 & 2.2d Weekly student incentive box (prizes) and end of the school year educational reward trip for good behavior</p>	<p>2.1 & 2.2a Forty-five percent of regular participants’ teachers will report improved classroom behavior and participation</p> <p>2.1 & 2.2b Seventy-five percent of regular participants will recognize and identify examples of positive behavior</p>	<p>2.1 & 2.2a Teacher surveys</p> <p>2.1 & 2.2b Student surveys</p> <p>2.1 & 2.2c Parent surveys</p> <p>2.1 & 2.2d In & Out of school suspension records</p> <p>2.1 & 2.2e IN-QPSA</p>
<p>3) Increase Family Involvement</p>	<p>3.1 Increase parental engagement of student’s academic achievement</p> <p>3.2 Improve parent participation in activities promoting a holistic approach to wellness</p>	<p>3.1 Routine parental communication through daily chats during pick-up, newsletters, positive phone calls</p> <p>3.2 Monthly and quarterly family meetings with topics that address items from parent survey</p>	<p>3.1 Sixty percent of parents will report they were well-informed about the program and their student’s progress</p> <p>3.2 Fifty percent of parents will attend at least one monthly/quarterly meeting</p>	<p>3.1 Parent Surveys</p> <p>3.2 Meeting sign-in sheets</p>
<p>4) Student develops knowledge about college and career choices.</p>	<p>4.1 Increase student’s understanding of college as an educational option</p>	<p>4.1 Dedicated section in the program to introduce topics about college to increase awareness</p>	<p>4.1 Sixty percent of regular participants will identify two rationales for attending college</p>	<p>4.1a Pre, post activity surveys</p> <p>4.1b Parent surveys</p>

	4.2 Develop career ideations to increase student knowledge	4.2 Mentorship partners to introduce students to various career options	4.2 Seventy-five percent of participants will be able to identify a career choice for their future endeavors	4.2a Student surveys 4.2b Parent surveys
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IX. PROGRAM COMMUNICATION

Youth Legacy Foundation (YLF) will keep open and consistent communication with Allegiant Preparatory Academy (APA) administrators. YLF leadership will work with APA to ensure they receive pertinent program information and data, if needed for their board or stakeholder meetings. This information will be provided via written updates and progress reports. The Focused Learning for Youth staff will have a consistent physical presence in APA, connecting with teachers of the students in the program to receive performance updates. Focused Learning for Youth staff will communicate with each classroom teacher in the method most convenient for them. Staff will be respectful of time and make attempts to accommodate, with a goal of soliciting feedback from each teacher about their respective students.

There will be a kick-off event with all program participants and their parents. The students and parents will be provided with enrollment forms for program acceptance.

When applicable, YLF will work with 21st CCLC to ensure YLF is following the branding guidelines when promoting YLF programs to the students, families and the students.

X. PROFESSIONAL DEVELOPMENT

Staff Plans. The program director will provide in-house training to site coordinators and site instructors regarding overarching priorities. With previous experience working with the 21st CCLC program, the program director has insight regarding reporting requirements and the Cayen Systems that will be shared with the site coordinator and site instructors. The program director will also benefit from being a part of all professional development opportunities ensuring proper alignment of the Focused Learning for Youth program and effective communication to all staff. The site coordinator will work directly with site instructors to ensure information is collected and disseminated accordingly. Site instructors will benefit from professional development trainings regarding the direct involvement with students, as well as, leadership and behavior management.

Assessment. Staff needs will be assessed through OST classroom observations, performance evaluations, and feedback from the school's teachers and administration. To ensure they are assessed fairly, staff will be asked to complete a post survey that will gauge the effectiveness of each PD opportunity. In addition, site instructors will be asked to complete surveys indicating self-identified interests and training needs.

Enhancing Quality. Professional development is a key factor in ensuring the success of the 21st CCLC program. Because of this, the Youth Legacy Foundation will ensure staff members are fully prepared to operate the OST program,

Focused Learning for Youth. This will be done through trainings incorporating knowledge on the Indiana Academic Standards, the evidence based programs and curriculum, as well as the required 21st CCLC workshops and conferences. In addition, staff will participate in professional development opportunities throughout the school year. The initial PD opportunity will occur prior to the start of the program. In addition to standards and curriculum, this opportunity will focus on program goals, activities, and assessments. This initial PD opportunity will also serve as an orientation, with an explanation of staff roles, organizational procedures and expectations. Subsequent PD opportunities will include cultural competency, behavior management and family engagement. To ensure staff receive adequate trainings, a wide-range of methods will be utilized including in-person trainings, staff meetings, webinars, conferences, and workshops. See Appendix B.

XI. EVALUATION

Evaluation Plan. Evaluation of the 21st CCLC program will provide review of the implementation and outcomes ensuring standards and goals are being attained at the highest level. The Indiana Afterschool Standards will be used as a guide for accurate program comparison. Program site instructors will participate in the IN-QPSA self-assessment, and routine observations conducted by the site coordinator. In addition to being used as a progress measure for professional development, the reports and IN-QPSA data will also be shared with the designated evaluator (see Table 8).

Jescee Spencer is an independent local evaluator. She will partner with the Youth Legacy Foundation (YLF) to conduct the evaluation for the 21st CCLC programming. Jescee will supervise all aspects of the evaluation, coordinate data collection, and provide valuable analytics and feedback to the YLF for current and future improvements of the 21st CCLC program. As a former Program Director for Beech Grove City Schools, she managed the 21st CCLC for six years, successfully implementing after school programming for students in grades K-6. This familiarity with the grant requirements and expectations makes her qualified to conduct a thorough evaluation. In addition, she is currently working with another 21st CCLC grantee, providing them with evaluation services. Jescee understands the importance of collaborating with partners and assures the YLF that she will work as a dedicated part of the team, ensuring the students' success.

Type of Data to be Collected. Data will be collected for each of the performance measures listed in Section VIII. Collection will include observations, program attendance, school assessments, and behavioral reporting. The data will extract evidence of program quality, using Indiana Afterschool Standards, student attendance trends; and progress towards each of the stated performance measures including goals, objectives, and program activities.

When Data will be Collected. By providing a formative analysis of the program at the midpoint, the team will be able to determine the need to adjust the teaching methodology. In July of each year, Jescee will prepare a more

detailed report including both formative and summative data collection and analysis. Much of the data will be collected, and stored accordingly, on an ongoing basis by the program staff. Program staff will work closely with Jescee on data retrieval to ensure timely and comprehensive reports. At the end of the program's fourth year, Jescee will prepare an aggregated report, using data from all four years of the program. The report will be submitted to the program and to the IDOE.

Instruments Used for Data Collection. Required data for state evaluation and federal reporting will be gathered by 21st CCLC Program Director. I-Ready assessment scores will be gathered twice per year and grade improvement data will be gathered annually. In addition, the school's data from their assessment tool, STEP™, will also be utilized. Regular program participation data will be compared with non-participating data to measure program impact on student achievement. Because the program will be onsite, teacher surveys can be collected via email or in person.

Table 9 Evaluation Data Collection

Timeline	Type/Source
Daily	Attendance/RAP – School staff, Site Coordinator/Cayen Systems
Quarterly	Student Grades – School Staff
Quarterly	STEP™ Assessment Scores – School Staff
Fall / Spring	I-Ready Assessment Scores – 21 st CCLC Program Director
Annually	Teacher Surveys – Site Coordinator/Cayen Systems
Fall / Spring	Parent Surveys – Site Coordinator
Fall / Spring	Student Surveys – Site Coordinator
Bi-annually	Behavior Reports – School Staff
Annually	Site Visit – Local Evaluator (Observations/Staff Interviews)

XII. SAFETY AND TRANSPORTATION

Ensuring students have safe locations to learn and grow is a key goal for this program. Safety and transportation protocols will be administered by Youth Legacy Foundation (YLF) and Allegiant Preparatory Academy (APA), ensuring learning environments are conducive for youth to feel secure and absorb academic and life skills. The Focused Learning for Youth program will be held on the Allegiant Preparatory Academy campus. Programming will take place in the classrooms and common areas of the APA. All school policies and procedures will be followed. In addition, YLF will abide by IAN standards on Safety, Health and Nutrition.

Supervision. The teacher to student ratio will be in accordance with the Indiana Administrative Code on Child Welfare Services. The site coordinator will be responsible for on-site safety and security; filling in where needed. Upon the end of the school day, students will be escorted from their dismissal locations to the program common area to eat their snacks. The escort will be done by either the classroom teachers or the Focused Learning for Youth instructors. The students will be safe guarded by the site coordinator or Focused Learning for Youth instructors during snack time and afterwards, as students enter their learning spaces.

Dismissal and Transportation. Upon dismissal from the program, instructors will assist with student sign-out procedures and daily communication chats with the parents. Parent or guardian verification will be done; students will only be

released to adults with proper identification. Students will be signed in by the site instructors, and parents will be required to sign out, each day. Names of authorized adults will be provided during enrollment. Unauthorized people will be verified through a phone call to the parent or guardian. If verification is not able to occur, the student will not be released; the program director will be notified for further assistance. The program will provide limited bus transportation home to students with demonstrated barriers. Transportation will be provided by a reputable school bus company that is aware of the Indiana school bus safety requirements, adhering to routine trainings and safety checks, and meeting the ADA requirements.

Background Checks. Staff and volunteers must pass annual criminal background checks, prior to being hired or participating in student activities. All staff will be First Aid and CPR certified and keep all student emergency contacts on hand.

XIII. PROGRAM STABILITY

A primary goal of the Youth Legacy Foundation (YLF) is to expand the Focused Learning for Youth program into schools throughout Central Indiana. Funding from the 21st CCLC grant will be used, in partnership with Allegiant Preparatory Academy (APA), to help move the program from community based to school based, providing a steady school model. The goal for year one is to develop the groundwork for capacity building and fundraising to sustain the program beyond the four year grant opportunity.

Year One Capacity Building:

- Convene routine stakeholder planning meetings
- Devise plan to sustain and increase program participation
- Actively seek to join neighborhood coalitions and events
- Expand partners by incorporating into the advisory council
- Develop and begin the implementation of revenue generating strategies

At the end of four years, and upon achievable metrics, YLF will seek to continue the program through resources obtained by YLF funding efforts. YLF will include the collaboration with APA in its annual strategic planning and fundraising plan. By leveraging YLF board members and supporters, the organization will demonstrate the success of the partnership and the need to continue funding efforts at the end of the four year grant.

Long Term Sustainability:

- Solicit program support
- Engage community partners and granters
- Secure diverse program financial support
- Develop a fundraiser designated to support the program
- Integrate program into organizational infrastructure
- Designate program staff into other organizational initiatives
- Create strategic partnerships and plan



APPENDIX

A) Memorandum of Understanding

- a. Allegiant Preparatory Academy
- b. Jescee Spencer
- c. Insight Financial
- d. Studio G
- e. Joyce Pack

B) Program Professional Development Plan

C) Equitable Access and Participation



Memorandum of Understanding
between
Youth Legacy Foundation
and
Allegiant Preparatory Academy

This Memorandum of Understanding (MOU) is entered into by and between the **Youth Legacy Foundation (YLF)** and **Allegiant Preparatory Academy (APA)**.

The purpose of this Memorandum of Understanding is to establish an understanding of collaboration for the implementation of a 21st Century Community Learning Center Out-of-School Time Program. The YLF and APA will implement effective strength-focused strategies for positive youth development.

The YLF agrees to conduct the activities and accepts the role and responsibilities as the fiscal agent for award funds with responsibilities to include overall grant administration, establishment of financial and accounting procedures, and audit of funds. It is understood by and between the parties that the implementation of the Memorandum of Understanding is contingent upon funding received by YLF from the Indiana Department of Education.

The parties of this Memorandum of Understanding mutually agree to work together to serve students in grades K through 3, providing academic enrichment and parent engagement through the 21st CCLC program.

Youth Legacy Foundation:

In implementing the tasks and activities described in the 21st Century Community Learning Center grant at Allegiant Preparatory Academy, YLF will:

- Connect APA with a broader network of out-of-school time opportunities through the Focused Learning for Youth program
- Serve up to 60 students and their families at least 90 days during the program year
- Provide fiscal oversight for 21st CCLC funds, as the grant lead
- Actively participate in shared events that are organized or sponsored by the APA
- Collect and analyze student academic data, including but not limited to IREADY, DIBELS, ILEARN, IREAD and Acuity Scores, student attendance and other relevant data as part of partnership
- Support and incorporate APA goals for specific school improvement, as applicable

- Conduct annual program evaluations consistent with 21st CCLC standards and self-assessment
- Identify sources of technical assistance and professional development for the project
- Attempt to remove transportation as a barrier for identified students, and without other means of transportation, as funds permit.
- Communicate with school leadership and teachers to report program updates or alterations, as well as student and family progress or challenges as part of a broader effort to ensure alignment. Specific areas of communication will include:
 - Attendance
 - Curriculum planning
 - Individual student meetings, as needed
- Work in partnership with APA to ensure that programming includes activities that focus on academic rigor, utilizing evidence-based tools to ensure implementation and alignment with Indiana State Standards
- Ensure that students records, and information are kept secure and confidential.
- Distribute annual surveys to students, teachers, and parents to facilitate collaborative planning on areas of improvement
- Promote enrichment programming at APA to ensure families have access to quality, opportunities that incorporate academics and college readiness

Allegiant Preparatory Academy:

In assisting with the tasks and activities described in the 21st Century Community Learning Center grant, APA will:

- Serve as the primary program location under this 21st CCLC providing after school programming on site, providing classroom and other necessary space, including appropriate equipment (e.g., desks and chairs); space must be conducive to academic learning; safe and adequate space for all activities, including snacking;
- Notified YLF, in advance, when regular space is unavailable
- Assist YLF in securing food for program participants
- Assist YLF in obtaining relevant student and family data
- Include YLF program staff in staff meetings, curriculum planning meetings, and community meetings/events and individual student meetings as needed
- Assist YLF through communication of individual student needs including but not limited to, sharing student progress reports, assisting in alignment between school day learning and after school activities

- Assist with student recruitment through distributing program materials and referrals as needed; enrollment in the program is based upon teacher and administrator referrals, as well as parental choice
- Address student behavior and disciplinary issues, as needed

Modification and Termination:

The term of this Memorandum of Understanding shall commence no earlier than July 15, 2021 and continue through June 15, 2025, or the end of the grant term. This MOU may be reviewed, modified, revised by both parties annually. This Memorandum of Understanding may be terminated by either party in sixty (90) days of written notice of intention to terminate the agreement.

Signed:



Yolanda Wide, Executive Director
Youth Legacy Foundation

Date: 7/30/20



Rick Anderson, Head of School
Allegiant Preparatory Academy

Date: 7/30/20



Memorandum of Understanding
between
Youth Legacy Foundation
and
Insight Financial

This Memorandum of Understanding (MOU) is entered into by and between the **Youth Legacy Foundation (YLF)** and **Insight Financial** for the purpose of establishing an understanding of collaboration for the implementation of a 21st Century Community Learning Center Out-of-School Time Program at Allegiant Preparatory Academy. It is understood by and between the parties that the implementation of this MOU is contingent upon funding received by YLF from the Indiana Department of Education.

The parties of this Memorandum of Understanding mutually agree to work together to serve students, and their families, in grades K through 3, providing enrichment activities, assisting in removing barriers to learning and providing life-altering skills and resources.

Youth Legacy Foundation:

In implementing the tasks and activities described in the 21st Century Community Learning Center grant, YLF will:

- Act as fiscal agent for the project
- Maintain confidentiality and program records
- Provide required reports to funder
- Ensure payment to partner
- Provide adequate meeting space to partner
- Promote partner's program to students and parents
- Share program enrichment activities through newsletter, social media, photos, etc.

Insight Financial:

In assisting with the tasks and activities described in the 21st Century Community Learning Center grant, Insight Financial will:

- Offer an enrichment program or activity, based on respective industry expertise, to students and parents
- Help students and parents to gain confidence and skills to better themselves personally, professionally, academically, and socially

- Create an environment that is interactive and energizing for student engagement
- If applicable, provide opportunities for students and/or parents to attend programs or activities hosted by partner or partner’s business during non-operation of 21st CCLC programming
- If needed, provide program data to the project evaluator to ensure continuous project improvement
- Maintain confidentiality regarding program participants
- Provide tangible resources to parents
- Provide an invoice for services rendered

Terms:

The term of this Memorandum of Understanding shall commence no earlier than September 1, 2021 and continue through May 31, 2022. This Memorandum of Understanding may be terminated by either party in thirty (30) days of written notice of intention to terminate the agreement.

Signed:



Yolanda Wide, Executive Director
Youth Legacy Foundation

Date: 7/30/20



Linda Diakite Karressy, CEO
Insight Financial Group

Date: July 30, 2020



Memorandum of Understanding

between
Youth Legacy Foundation
and
Chef Joyce Pack

This Memorandum of Understanding (MOU) is entered into by and between the Youth Legacy Foundation (YLF) and Chef Joyce Pack for the purpose of establishing an understanding of collaboration for the implementation of a 21st Century Community Learning Center Out-of-School Time Program at Allegiant Preparatory Academy. It is understood by and between the parties that the implementation of this MOU is contingent upon funding received by YLF from the Indiana Department of Education.

The parties of this Memorandum of Understanding mutually agree to work together to serve students, and their families, in grades K through 3, providing enrichment activities, assisting in removing barriers to learning and providing life-altering skills and resources.

Youth Legacy Foundation:

In implementing the tasks and activities described in the 21st Century Community Learning Center grant, YLF will:

- Act as fiscal agent for the project
- Maintain confidentiality and program records
- Provide required reports to funder
- Ensure payment to partner
- Provide adequate meeting space to partner
- Promote partner's program to students and parents
- Share program enrichment activities through newsletter, social media, photos, etc.

Chef Joyce Pack:

In assisting with the tasks and activities described in the 21st Century Community Learning Center grant, Chef Joyce Pack will:

- Offer an enrichment program or activity, based on respective industry expertise, to students and parents
- Help students and parents to gain confidence and skills to better themselves

personally, professionally, academically, and socially

- Create an environment that is interactive and energizing for student engagement
- If applicable, provide opportunities for students and/or parents to attend programs or activities hosted by partner or partner's business during non-operation of 21st CCLC programming
- If needed, provide program data to the project evaluator to ensure continuous project improvement
- Maintain confidentiality regarding program participants
- Provide tangible resources to parents

- Provide an invoice for services rendered

Terms:

The term of this Memorandum of Understanding shall commence no earlier than September 1, 2021 and continue through May 31, 2022. This Memorandum of Understanding may be terminated by either party in thirty (30) days of written notice of intention to terminate the agreement.

Signed:



Yolanda Wide, Executive Director
Youth Legacy Foundation

Date: 8/4/20



Joyce Pack, Chef

Date: JULY 31, 2020



Memorandum of Understanding
between
Youth Legacy Foundation
and
Studio G

This Memorandum of Understanding (MOU) is entered into by and between the **Youth Legacy Foundation** (YLF) and **Studio G** for the purpose of establishing an understanding of collaboration for the implementation of a 21st Century Community Learning Center Out-of-School Time Program at Allegiant Preparatory Academy. It is understood by and between the parties that the implementation of this MOU is contingent upon funding received by YLF from the Indiana Department of Education.

The parties of this Memorandum of Understanding mutually agree to work together to serve students, and their families, in grades K through 3, providing enrichment activities, assisting in removing barriers to learning and providing life-altering skills and resources.

Youth Legacy Foundation:

In implementing the tasks and activities described in the 21st Century Community Learning Center grant, YLF will:

- Act as fiscal agent for the project
- Maintain confidentiality and program records
- Provide required reports to funder
- Ensure payment to partner
- Provide adequate meeting space to partner
- Promote partner's program to students and parents
- Share program enrichment activities through newsletter, social media, photos, etc.

Studio G:

In assisting with the tasks and activities described in the 21st Century Community Learning Center grant, Studio G will:

- Offer an enrichment program or activity, based on respective industry expertise, to students and parents
- Help students and parents to gain confidence and skills to better themselves personally, professionally, academically, and socially

- Create an environment that is interactive and energizing for student engagement
- If applicable, provide opportunities for students and/or parents to attend programs or activities hosted by partner or partner's business during non-operation of 21st CCLC programming
- If needed, provide program data to the project evaluator to ensure continuous project improvement
- Maintain confidentiality regarding program participants
- Provide tangible resources to parents
- Provide an invoice for services rendered

Terms:

The term of this Memorandum of Understanding shall commence no earlier than September 1, 2021 and continue through May 31, 2022. This Memorandum of Understanding may be terminated by either party in thirty (30) days of written notice of intention to terminate the agreement.

Signed:



Yolanda Wide, Executive Director
Youth Legacy Foundation

Date: 8-4-20



Genia Brown, Owner
Studio G

Date: August 4, 2020



Memorandum of Understanding
between
Youth Legacy Foundation and
Jescee Spencer

This Memorandum of Understanding (MOU) is entered into by and between the **Youth Legacy Foundation** (YLF) and **Jescee Spencer** for the purpose of establishing an understanding of collaboration for the implementation of a 21st Century Community Learning Center Out-of-School Time Program at Allegiant Preparatory Academy. It is understood by and between the parties that the implementation of this MOU is contingent upon funding received by YLF from the Indiana Department of Education.

The parties of this Memorandum of Understanding mutually agree to work together to serve students, and their families, in grades K through 3, providing enrichment activities, assisting in removing barriers to learning and providing life-altering skills and resources.

Youth Legacy Foundation:

In implementing the tasks and activities described in the 21st Century Community Learning Center grant, YLF will:

- Act as fiscal agent for the project
- Maintain confidentiality and program records
- Provide required reports to funder
- Ensure payment to partner
- Provide adequate meeting space to partner
- Promote partner's program to students and parents
- Share program enrichment activities through newsletter, social media, photos, etc.

Jescee Spencer:

In assisting with the tasks and activities described in the 21st Century Community Learning Center grant, Jescee Spencer will:

- Provide evaluation services and prepare a detailed report, annually, to include:
 - Evidence of program quality
 - Student attendance trends
 - Progress towards outlined performance measures
 - Aggregated data across four years of the grant

- Conduct staff development, as needed
- Interface with the program staff to ensure continuous project improvement and data collection, as needed.

Terms:

The term of this Memorandum of Understanding shall commence no earlier than September 1, 2021 and continue through May 31, 2022. This Memorandum of Understanding may be revised, renewed annually and terminated by either party within thirty (30) days of written notice of intention to terminate the agreement.

Signed:



Yolanda Wide, Executive Director
Youth Legacy Foundation

Date: 8-4-20

Jescee Spencer

Jescee Spencer

Date: 07/31/20202



IDOE 21st CCLC Program Professional Development Plan

Program Name	Focused Learning for Youth
Program Director	Yolanda Wide
Dates of Implementation	July 1, 2021 - July 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
<i>Leadership Development</i>	<i>ULead</i>	<i>Improve team dynamics Improve team communication skills</i>	<i>Improved efficiency of program operations</i>	<i>Program Director -1 Site Coordinator – 2 Front Line Staff – 7</i>	<i>4</i>	<i>\$1,500</i>	<i>50% from 21st CCLC 50% from Title II</i>	<i>January 2020</i>	<i>Professionalism</i>
Staff Orientation	YLF Administration	Gain understanding of program goals and expectations	Knowledge of program expectations, including: <ul style="list-style-type: none"> ▪ Procedures ▪ Staff Roles ▪ Academic Standards ▪ Program Activities ▪ Assessment Requirements 	Program Director – 1 Site Coordinator – 1 Site Staff - 5	4	\$50	YLF	July 2021	Developmental Practice Methods



IDOE 21st CCLC Program Professional Development Plan



Academic Achievement	Youth Today	Develop relevant ways to work with early literacy learners Create a culture to nurture literacy in home and community	Enforced literacy development	Program Director -1 Site Coordinator – 1 Site Staff – 5	2	\$40	21 st CCLC	August 2021 October 2021	Developmental Practice Areas
Academic Achievement	Click2Science	Learn skills to assist youth in controlling their learning experience Learn strategies to facilitate STEM interactions		Site Coordinators -1 Site Staff - 5	2	\$10	21 st CCLC	November 2021 March 2022	Developmental Practice Areas
CPR Training	American Heart Association	Ensure OST staff are certified to administer CPR and First Aid	All OST staff will be certified in CPR/First Aid/Universal Precautions	Program Director – 1 Site Coordinator – 1 Site Staff – 5	3	\$245	21 st CCLC	July 2021	
Bi - Monthly Site Staff Meetings	YLF Administration	Provide: <ul style="list-style-type: none"> • Program updates • On-going support • Progress data • Staffing for struggling students 	Staff will feel supported and receive important data <u>in order to</u> adjust lesson plans or provide individual student enrichment	Site Coordinator – 1 Site Staff – 5	1	\$0	YLF	August 2021 – June 2022	Professionalism
College and Career Learning for Elementary	YLF Administration	Provide instruction regarding the most effective ways to prepare K-3 students for CCR	Staff will be prepared to engage students	Site Coordinator – 1 Site Staff – 5	1	\$0	21 st CCLC	August 2021	Developmental Practice Methods



IDOE 21st CCLC Program Professional Development Plan



Cultural Awareness	National Afterschool Alliance	Gain knowledge about racial, cultural and economic bias	All OST staff will be able to recognize bias and learn effective techniques to respond and resolve	Program Director – 1 Site Coordinator – 1 Site Staff – 5	1	\$0	21 st CCLC	October 2021	Cultural and Human Diversity
Family Engagement	You for Youth	Provide tools to improve connections with families	OST staff will forge stronger links to parents in efforts to collaborate in supporting the student	Site Coordinator – 1 Site Staff – 5	1	\$0	21 st CCLC	October 2021	Relationship and Communication

Professional Development Plan Cost:

Total Estimated Cost	\$345.00	% of Total Budget	.23%
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Equitable Access and Participation

In accordance with the GEPA, Section 427, YLF will incorporate specific strategies to ensure all students with special needs receive equal access for participation in the YLF program. The YLF will include the steps below to reduce barriers based on gender, race, national origin, color, disability, and age:

1. Include needs assessment on program enrollment forms to identify individual accommodations.
2. Collaborate with school staff and parents to provide a comprehensive plan for enrolled program participants.
3. Include recruiting strategies to ensure diversity, accommodate language barriers; reaching out to local organizations that serve various nationalities that reflect the school's population.
4. All program transportation will meet ADA requirements
5. Provide professional development for staff regarding cultural competency and sensitivity, adaptive teaching styles, and discipline techniques for students with special needs.
6. Disseminate program materials in English and Spanish, providing interpretation services during program and family events.
7. Supplies will be offered to students with physical and learning needs including audio, visual and tactile aids. Computer-based instruction and other assistive technology devices will be utilized as needed.
8. Host all program activities, including wraparound services, at locations within walking distance of the schools and/or convenient for all families to use public transportation