



**Delaware  
21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application  
Cohort 13**

**CAFÉ Project at North Laurel Elementary School**

**David Hudson**  
Principal

**Wendy Roberts**  
Director

**North Laurel Elementary**  
300 Wilson Street,  
Laurel DE, 19956  
(302) 875-6130  
david.hudson@laurel.k12.de.us

**Laurel Public Library**  
101 E, 4<sup>th</sup> Street  
Laurel, DE 19956  
(302) 875-3184  
wendy.roberts.lib.de.us

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**Section I: Executive Summary**

**4 points**

This information will be used to inform the public, including families, caregivers, students, school and program staff, the community and other stakeholders about this 21<sup>st</sup> CCLC subgrant application.

Briefly describe:

- a succinct vision and mission for the program,
- the key partnership organizations,
- the need for the program,
- the targeted students and family participants,
- the impact of the program, including unique design elements, objectives, strategies, activities, and other notable characteristics of the program,
- the location(s) and timeframe of the program.

*One page limit for this section*

The Child and Family Enrichment (CAFÉ) Project at North Laurel Elementary School (NLE) delivers over 350 hours of engaging after school and summer school support and enrichment to promote the personal and academic success of students attending NLE. CAFÉ employs a customized research-based learning model featuring intensive academic support, innovative enrichment activities, and essential social and emotional development opportunities into a comprehensive program that addresses the needs of low-income students and families.

Students and families in Laurel are among the poorest in the state and have virtually no access to enriching activities outside of the school day. The children and families of NLE face numerous risk factors that pose significant obstacles to their personal and academic success. High poverty, limited parental education, low school achievement, dramatic achievement gaps, high dropout rates, unmet child care needs, increasing numbers of English Learners, high percentages of single parent families, and the rural setting present formidable barriers to families in Laurel.

CAFÉ provides a daily structured 2 hour program that includes 40 minutes of literacy (reading and writing), 40 minutes of STEM (Science, Technology, Engineering, and Math), and 40 minutes of homework support, recreation, tutoring, and special projects. CAFÉ features a mobile learning lab with 23 iPads to provide students increased access to technology and online learning; the acquisition of over 1,000 award winning books and informational texts; admission to arts, cultural, and recreational classes; and field trips to nearby points of interest. Students receive a nutritional snack everyday. CAFÉ parents and families are invited to participate in adult and career education, literacy and parenting programs, family learning celebrations, and daily home learning activities.

The CAFÉ Project at North Laurel Elementary serve 134 students starting in the summer on June 29, 2015 and ending on August 20, 2015. The summer program will operate June 29 through August 20, 2015 for 12 hours a week Monday through Thursday from 9:00AM to 12:00 P.M. The school year program starts September 21, 2015 and ends on May 20, 2016. The after school program will operate for 8 hours per week Monday through Thursday from 3:00-5:00 P.M. The Laurel School District (LSD) is the lead applicant and the primary partners are North Laurel Elementary School and the Laurel Public Library.

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**Section 2 – Application Information**

<b>Basic Information</b>		
Status Lead Agency and Fiscal Agent (please check)		
<input checked="" type="checkbox"/> School District <input type="checkbox"/> Private Non-Profit Agency <input type="checkbox"/> Private For-Profit Agency <input type="checkbox"/> Faith-Based Agency <input type="checkbox"/> Other (please explain):		
Lead Agency and Fiscal Agent: Laurel School District		
Address: 1160 South Central Ave.		
City, State: Laurel, DE		Zip: 19956
Telephone Number: (302) 875-6100		Fax Number: (302) 875-6106
E-mail Address: John.Ewald@laurel.k12.de.us		
Federal Employee ID #: 51-6000279		Child Care License # (unless exempt school): Not Applicable
Past Or Current 21 <sup>st</sup> CCLC Subgrantee <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Program Director: John D. Ewald		Fax Number: (302) 875-6106
E-mail Address: John.Ewald@laurel.k12.de.us		Telephone Number: (302) 875-6100
Subgrant Start Date: <b>May 1, 2015</b>	Subgrant End Date: <b>April 30, 2016</b>	Amount Requested: <b>\$300,000</b>
Anticipated <b>School Year</b> Enrollment: 160		Anticipated <b>Summer</b> Enrollment: 160
Anticipated Average Daily <b>School Year</b> Attendance: 134		Anticipated Average Daily <b>Summer</b> Attendance: 134
Anticipated total unduplicated number of students to be served 2015-2016 (30 days or more): 200		
Total Cost Per Student Per Year: \$ 2,239		
List the school district(s) this program primarily will serve: Laurel School District		Please check as many as apply: <input checked="" type="checkbox"/> Establishment of a new program <input type="checkbox"/> Expansion of an existing program <input type="checkbox"/> Current 21st CCLC Subgrantee <input checked="" type="checkbox"/> New 21 <sup>st</sup> CCLC Subgrantee
Check the county(ies) this program primarily will serve: <input type="checkbox"/> New Castle <input type="checkbox"/> Kent <input checked="" type="checkbox"/> Sussex		
Activities will primarily serve students and/or their families attending schools with at least a 40% poverty rate		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Application reflects a partnership between school/school district and community agency		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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**Section 2: Application Information**  
**Center Information**

Center Name (where services are provided)	Anticipated Number of Students to be Served by Center Site	School District of Target Student Population	School Building(s) Attended by Target Student Population	School Building Principal Printed Name and Signature*
CAFÉ Project at North Laurel Elementary	Enrollment: 160	Laurel School District	North Laurel Elementary	David Hudson 
	Average Daily Attendance: 134			
	Enrollment:			
	Average Daily Attendance:			
	Enrollment:			
	Average Daily Attendance:			
	Enrollment:			
	Average Daily Attendance:			
	Enrollment:			
	Average Daily Attendance:			

\*Must have live signature

If space is needed to list more than 5 participating centers/ school, use additional copies of this page

**Services to be provided: (check all that apply)**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Adult Family Member Involvement and Literacy | <input type="checkbox"/> Community Service  |
| <input type="checkbox"/> Attendance Recovery                                     | <input checked="" type="checkbox"/> Cultural Activities/Social Studies              |
| <input type="checkbox"/> Counseling Services                                     | <input type="checkbox"/> Drug and Violence Prevention                               |
| <input checked="" type="checkbox"/> Dance/Drama/Fine Arts/Music                  | <input checked="" type="checkbox"/> Expanded Library Services                       |
| <input type="checkbox"/> Entrepreneurial Activities                              | <input type="checkbox"/> Leadership   |
| <input checked="" type="checkbox"/> Health, Nutrition, Wellness                  | <input checked="" type="checkbox"/> Physical Fitness, Recreation, Sports            |
| <input type="checkbox"/> Mentoring   | <input checked="" type="checkbox"/> STEM-Science, Technology, Engineering, and Math |
| <input checked="" type="checkbox"/> Reading/Literacy/Language Arts               | <input checked="" type="checkbox"/> Youth Development/Character Education           |
| <input checked="" type="checkbox"/> Tutoring                                     |   |
| <input type="checkbox"/> Other –explain:   |   |

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**Section 2: Application Information**  
**Center Operation**

<b>Before-School Program</b>			
Grade Level:			
Number of Weeks:	Days per Week:	Hours/Session:	Total Hours of Operation per Year:
Number Paid Staff:	Number of Volunteers:	Number of Sessions:	
<b>Afterschool Program</b>			
Grade Level: 2-4			
Number of Weeks: <i>(Minimum of 30): 32</i>	Days per Week: <i>(Minimum of 4): 4</i>	Hours/Session: <i>(Minimum of 2): 2</i>	Total Hours of Operation per Year: <i>(Minimum of 240): 256</i>
Number Paid Staff: 13	Number of Volunteers: 6	Number of Sessions: <i>(Minimum of 120): 128</i>	
<b>Summer Program</b>			
Grade Level: 2-4			
Number of Weeks <i>(Minimum of 7): 8</i>	Days per Week <i>(Minimum of 4): 4</i>	Hours/Session <i>(Minimum of 3): 3</i>	Total Hours of Operation per Year <i>(Minimum of 90): 96</i>
Number Paid Staff: 13	Number of Volunteers: 6	Number of Sessions <i>(Minimum of 32): 32</i>	
<b>Weekend Program</b>			
Grade Level:			
Number of Weeks:	Days per Week:	Hours/Session:	Total Hours of Operation per Year:
Number Paid Staff:	Number of Volunteers:	Number of Sessions:	
<b>Total</b>			
<b>Total Number of Weeks: 40</b>	<b>Total Number of Sessions: 160</b>	<b>Total Cost per Session: 1,875</b>	
<b>Grand Total Hours of Operation per Year: 352</b>			

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**Section 2: Application Information**

**Priorities:**

	Name of school	Name of school	Name of school	Name of school
<b>Absolute Priorities:</b>	N. Laurel			
The school building to be served is eligible for Title I schoolwide programs (40% or higher poverty level).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
<b>Competitive Priorities:</b>				
The application reflects opportunities for families to actively and meaningfully engage in their children's education. (A component of this may include family member and caregiver literacy programs.)	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
The application serves students who attend schools identified who have not met AYP or AMOs of the Flexibility Request (pursuant to section 1116 of Title I).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
The application is submitted jointly by an LEA receiving funds under Title I AND at least one community-based agency.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
The application targets populations not currently being served in 21 <sup>st</sup> CCLC programs, either as the sole targeted group, or as part of the targeted population.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Population	<input type="checkbox"/> YES <input type="checkbox"/> NO Population	<input type="checkbox"/> YES <input type="checkbox"/> NO Population	<input type="checkbox"/> YES <input type="checkbox"/> NO Population
This application serves middle and/or high school programs for students in grades 7 through 12. (Other grades in the middle school configuration may also be included.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
This application targets students in the Appoquinimink, Colonial, Delmar, Indian River, and/or Lake Forest School District's geographic areas (in order to continue to offer geographical diversity to Delaware's 21 <sup>st</sup> CCLC program).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the minimum number of weeks.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the minimum number of days per week.	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the minimum number of hours per session.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the minimum number of sessions.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the total cost per session in afterschool programs.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to go above the total cost per session in summer programs.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO
Programs that propose to have a cost per student that is \$2,300 or less.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO



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**Section 3: Partnerships and Collaborations**

**12 points**

1. How will the program establish and maintain a partnership with the school staff, including aligning curriculum and activities, sharing information (such as academic levels and testing, behavior, and homework topics), and allocating, sharing, and storing space and resources? What data will be required from, used by, and shared between the program and the school?

The CAFÉ Project at North Laurel Elementary will maintain a tightly coordinated partnership between the three program partners: Laurel School District, the Laurel Public Library, and North Laurel Elementary School. The CAFÉ Project will be located on the North Laurel Elementary School campus. It will be overseen by staff from the school with administrative support provided by district staff. As a result, key information such as assessment data, homework plans, regular school day curricula, behavioral data, and other student data can be easily accessed by CAFÉ staff. Since CAFÉ staff will be composed of regular school day teachers, there will be no concern about accessing or sharing information. We do not expect the library to need access to school and student data.

Academic levels and testing data in reading and math will be shared by compiling DCAS scores into CAFÉ class rosters. Typically, rather than sharing raw data, the Project Director (PD) will provide summaries that offer CAFÉ staff clear guidance on where to focus instruction in literacy and math. This will allow CAFÉ staff to quickly and easily determine exactly which learning activities are likely to yield the greatest learning gains. The PD will manage access to confidential and sensitive information.

For each student, a CAFÉ homework/behavior folder will be created and shared between regular school day teachers and CAFÉ staff. Regular school day teachers and CAFÉ staff will add notes about important issues into the folder. This tool acts as a daily log for homework completion as well as an ongoing link between the regular school day and the CAFÉ Project.

The CAFÉ Project will use six regular school day classrooms, the cafeteria, the gymnasium, the computer lab, and the playground for operations. In most cases, CAFÉ staff will use their own regular school day classroom. If necessary, CAFÉ will ask teachers to volunteer their classrooms for use during the after school program.

CAFÉ materials and resources will be stored centrally in the teacher resource room in tubs labeled by theme and grade level. Since the curriculum is arranged into monthly themes, CAFÉ staff will retrieve the tubs needed for each month and store it in their designated after school classrooms.

2. How will the program establish and maintain a partnership with families, including participation in the program, volunteering, serving on advisory boards, and creating a welcoming environment?

CAFÉ understands that parent involvement has long been a challenge for high poverty schools. Likewise, CAFÉ recognizes that a robust partnership with parents is essential to program success. Parent involvement research and practical experience has shown that one major barrier to involving parents is providing too few options for participation. For example, when schools only offer parents the chance to show up at school to an event, many parents cannot part take due to conflicting schedules or other obligations. To overcome this obstacle, CAFÉ will maximize partnership

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opportunities by offering parents a menu of options. Parents can partner with CAFÉ onsite in one or more of the following ways: volunteer for one-on-one reading with students during CAFÉ; serve on the advisory board, attend family learning events, or assist with administrative tasks. For those who may not be able to partner onsite, CAFÉ offers additional partnering opportunities including completing Learning is Fun Together (LIFT) at home learning activities, participating in activities provided by community partners, supporting the recruitment and marketing efforts by sharing CAFÉ experiences with other families, and responding to surveys about the program.

During enrollment, parents will receive a 1-page menu of options inviting them to indicate any and all of the ways they would like to be part of the CAFÉ Project. The menu will describe the benefits and responsibilities associated with each participation option. Part of the CAFÉ enrollment process requires parents to complete and return the form. CAFÉ staff will use the information provided to maximize the use of parents as partners in CAFÉ. For example, if 12 parents wish to volunteer for one-on-one reading, all 12 parents will receive CAFÉ reading tutor training and a reading volunteer schedule will be established to allow each to take part.

Two parents will serve on the advisory board. If fewer than two parents indicate interest in serving on the advisory board, the PD will actively recruit parents to serve by asking them directly.

Parents will be provided a welcoming environment in several ways. First, CAFÉ will create signs for the school building front doors that provide a friendly greeting and clear directions about where CAFÉ classrooms are located. Second, CAFÉ staff will greet parents when they pick up their children. Third, CAFÉ will maintain a bulletin board that features notices of upcoming events and samples of student work.

3. How will the program establish and maintain a partnership with the community, including community members, community organizations and groups, and community cultural resources?

The CAFÉ Project at North Laurel Elementary will establish and maintain ongoing partnerships with the community using a variety of methods tailored to the nature of each partnering entity. For example, our partnership with the Laurel Public Library focuses on literacy and STEM enrichment. As outlined in the MOU, library staff will visit the CAFÉ Project each year as well as host walking field trips at the library so CAFÉ students can take part in the entire spectrum of library services.

There are few community organizations and cultural resources available in Laurel, a rural community with a population of approximately 3,000. Even so, CAFÉ will invite members of community organizations such as the Laurel Volunteer Fire Company to participate in CAFÉ literacy nights as well as during the after school program. Likewise, local businesses such as Bryan's Bowling Center will be invited to get involved in CAFÉ in any capacity. Finally, by partnering with the library, CAFÉ participants will have access to arts and cultural events through the library. CAFÉ will invite one or more community members to serve on the Advisory Team.

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***Memoranda of Understanding (MOU)***

*Memoranda of Understanding (MOU), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimating monetary value. The MOU should also document the process for the collection and sharing of required school-related indicators including school attendance and academic achievement.*

**Attach an MOU for each partner listed in “Section 3 – Partnerships and Collaborations” to this subgrant application.**



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**Section 3: Partnerships and Collaborations**

**Responsibility Checklist** – The principal, afterschool program director, and other partners should complete this checklist together.

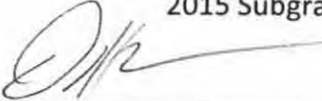
Task	Responsibility of the Building Principal	Responsibility of the Afterschool Program Director	Responsibility of Another Partner (identify who)	Shared Responsibility (indicate how)	Initials of Person(s) Responsible
Lead Program Advisory Committee, including recruiting students, parents/care givers, school staff, program staff, and community members.		X			JK
Secure space for afterschool activities.	X				JK
Obtaining license from the Office of Childcare Licensing, if applicable.					
Inform classroom teachers that their classrooms will be used. (Don't forget classified staff, particularly custodians.)	X				JK
Provide supplies and materials for afterschool programs (ex. paper, copier, books, computers, postage, laminator).		X			JK
Handle discipline issues that arise in the afterschool program.		X			JK
Communicate with parents about content of the afterschool program.		X			JK
Recruit students for afterschool programs.		X			JK
Decide which activities will be provided.		X			JK
Involve school staff in curriculum and activity development.		X			JK
Hire and supervise afterschool program staff.		X			JK
Register/orient participants for afterschool programs.		X			JK
Communicate with classroom teachers and parents about homework.		X			JK
Provide professional development for afterschool staff members.		X			JK
Manage the afterschool budget and submit budget reports to Delaware Department of Education (DDOE).		X			JK
Collect fees from students and develop/ raise program funds.		X			JK
Develop an evaluation framework; collect and analyze data; report evaluation results.		X			JK
Share information about the program with the school community, Board of Education, and general public.		X			JK

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**Section 3 - Collaborations and Partnerships**

<b>Collaboration and Partnerships Form</b>	
<p>The 21st Century Community Learning Centers subgrants require a strong partnership between at least one school serving a high proportion of low-income students and one community-based agency. List each member of the partnership and give a brief description of what each agency has committed to the program. Check the appropriate box if the agency will receive funds from this subgrant.</p>	
Applicant Signature:	<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: John D. Ewald	
Agency: Laurel School District	
Address: 1160 S Central Avenue, Laurel DE 19956	
Phone #: (302) 875-6100	Fax#: (302) 875-6106
Email: John.Ewald@laurel.k12.de.us	
<p><b>Description of Commitment:</b>                      Laurel SD will serve as the fiscal agent for the grant; provide needed support including office space, telephone use, and computer use for afterschool staff; provide classroom space and all other appropriate space to accommodate the afterschool program; provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool; be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget; support staff in trainings and professional development opportunities in areas related to afterschool programming and issues; participate in the evaluation of the afterschool program at the local, state, and federal levels; complete paperwork related to any association with the program; provide access to assessment and other available data for the purposes of program evaluation; assist the program in developing, implementing, and making progress on its sustainability plan; recruit and refer students to the afterschool program; participate on the Advisory Team.</p>	
Applicant Signature:	<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: Gail Bruce / WENDY ROBERTS	
Agency: Laurel Public Library	
Address: 101 E. 4th Street, Laurel DE 19956	
Phone #: (302) 875-3184	Fax#: No Fax capabilities at this location
Email: Gail.Bruce@lib.de.us / wendy.roberts@lib.de.us (- please Cc to WR)	
<p><b>Description of Commitment</b>                      Provide appropriate space or programming to accommodate the afterschool program; recruit and refer students to the afterschool program; communicate and collaborate with all partners about rules, expectations, and norms; communicate and collaborate with school partners about curriculum and instruction; establish a collaborative relationship between organization staff and afterschool staff; complete paperwork related to and associated with the program; provide access to assessment and other available data for the purposes of program evaluation; participate in the evaluation of the afterschool program at the local, state, and federal levels; assist the program in developing, implementing, and making progress on its sustainability plan; participate on the Advisory Team</p>	

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Applicant Signature: 	<input checked="" type="checkbox"/> Will receive subgrant funds
Print Name: David Hudson	
Agency: North Laurel Elementary School	
Address: 303 S. Wilson Street, Laurel DE 19956	
Phone #: (302) 875-6133	Fax#: (320) 875-6133
Email: David.Hudson@laurel.k12.de.us	
Description of Commitment	
<p>North Laurel Elementary will serve as the facilities for the CAFÉ project after school. The school will provide staffing, coordination between the after school and regular school day programs and the access to equipment and learning materials. Assume payroll responsibilities for afterschool positions, as budgeted; provide classroom space and all other appropriate space to accommodate the afterschool program; recruit and refer students to the afterschool program; communicate and collaborate with all partners; support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day; establish a collaborative relationship between school day staff and after school staff including having a significant number of school based staff committed to working in the program; complete paperwork related to and associated with the program; provide access to assessment and other available data for the purposes of program evaluation; participate in the evaluation of the afterschool program at the local, state, and federal levels; assist the program in developing, implementing, and making progress on its sustainability plan; participate on the Advisory Team.</p>	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	
Address:	
Phone #:	Fax#:
Email:	
Description of Commitment	
Applicant Signature:	<input type="checkbox"/> Will receive subgrant funds
Print Name:	
Agency:	



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**Section 4: Program Management**

**56 points**

**Agency Background and Capacity**

1. Summarize the lead agency's mission, history, past performance, and promise of success in providing educational and related activities that will complement and enhance the academic achievement and positive student development of the targeted population.

The mission of Laurel School District (SD) is that every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career. Laurel SD has been delivering educational services for over 100 years to a diverse array of students and families including those from low income backgrounds.

Past performance includes a proven track record of successfully procuring and administering grant funds such as Race to the Top funds and the i-Innovation grant. These competitive grant programs required similar fiscal management, administration, implementation, data collection, and evaluation requirements as the 21st CCLC grant program.

2. Describe the capacity of the lead agency to manage the program successfully, including any past 21<sup>st</sup> Century Community Learning Center experience, successes and barriers. If in the past 21<sup>st</sup> CCLC grant administration there were barriers or problems, address how the program plans to address these for this subgrant.

Laurel SD has successfully administered education programs and delivered learning experiences to a diverse population for more than 100 years. As the lead agency, Laurel SD can maximize the effectiveness of grant services by reducing the amount of time required to "get up to speed" on the school procedures and logistics. Likewise, acting as the lead agency, Laurel SD can more easily coordinate among programs with similar goals and create efficiencies that might otherwise require years of relationship-building.

Finally, in collaboration with the Delaware Academy for School Leadership, Laurel SD successfully implemented an intensive summer program for 100 K-1 students at Dunbar Elementary using a 21st CCLC grant. While we are not the lead agency, the experience has helped us recognize potential barriers and learn exactly what is required to successfully provide the educational and related activities that will enhance the academic achievement and positive student development of the low income students attending North Laurel Elementary.

3. Does the lead agency have any audit findings? If so, please describe the situations that caused the audit findings and the documented actions that have cleared these findings. Attach copies of the audit findings and the documented actions that have cleared these findings.  
None.

**Program Communication**

4. Describe the management and organizational structure of this 21<sup>st</sup> CCLC program, including advisory board membership that reflects the representation of all key stakeholders. Provide information about

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the advisory board's meeting schedule that will allow the program to accomplish its goals and objectives.

The management and organizational structure for the CAFÉ Project ensures the necessary administrative oversight required to establish and deliver a high quality after school program at NLE. The CAFÉ project management plan includes 1 Project Director, 1 CAFÉ Site Coordinator, 6 CAFÉ Facilitators (teachers), 6 CAFÉ Assistants (paraprofessionals), and 2 CAFÉ Supporters (college and/or high school students) and 1 Clerical/Data assistant. The CAFÉ Director oversees implementation, management, and program quality and is responsible for ensuring CAFÉ accomplishes the stated goals and objectives. Under the guidance of the Director, the site coordinators manage the day to day operations at CAFÉ including recruiting students, hiring and coordinating staff, maintaining records, ordering materials and supplies, and providing onsite leadership to ensure project effectiveness. CAFÉ Facilitators and Assistants are directly responsible for student progress and will deliver academic and enrichment experiences, oversee the mobile computer lab, provide homework support, and facilitate recreational activities. We will hire the most highly qualified staff available and favor those with experience supporting educational interventions, a track record of success with low performing and high poverty students, and skill with project-based learning. CAFÉ Supporters provide additional direct service to students through tutoring, homework support, recreational activities, and other student supervision. The Clerical/Data Assistant will support the record keeping and evaluation activities.

In addition to paid staff, CAFE will establish a cadre of volunteers, including seniors, to provide additional direct support to students. Volunteers will either read to students or listen to students read aloud. These activities have been shown to be effective uses of volunteers (Miere & Invernizzi, 2001). Each volunteer will be assigned to four students. During each visit, the volunteer will either meet with each student for 15 minutes or pairs of students for 30 minutes. Volunteers receive a two-hour training session and receive a CAFE Volunteer Handbook that details how to be a successful literacy supporter.

The proposed CAFÉ Advisory Team includes Jennifer Givens or other district staff, David Hudson the principal from NLE, Gail Bruce the Youth Services Librarian from Laurel Public Library, Melissa Belote and Kaitlin Callaway or other staff from NLE, two parents with students enrolled in CAFÉ, and one or more community members from local businesses or organizations. The team will meet every other month starting in June, 2015 and will meet every August, October, December, February, April, and June. The team provides guidance in planning, monitoring, and adjusting the implementation of the CAFÉ project by compiling and submitting brief written recommendation to the PD and SC at the conclusion of each meeting. Each partnering agency plays a specific and direct role in addressing the identified needs of children and families. For example, NLE provides the facilities for the CAFÉ project. Laurel SD will coordinate and administer the grant, and Sussex Technical College will provide family literacy, GED, and adult education services to parents and families. Other agencies will provide support including Laurel Public Library who will offer special events, library cards, and access to books.

5. Describe the program's communication goals and how the program will communicate effectively with families, school staff, and the community. Describe the plans to disseminate and market information about the program to appropriate populations.

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The CAFÉ communication plan ensures effective communication with families, school staff, and the community.

#### Communication With Families

CAFÉ will communicate with families using multiple strategies designed to make sure all families receive important information and have the opportunity to communicate with CAFÉ staff as needed. First, CAFÉ will send a home a brief monthly flyer with students to inform parents of the upcoming events in CAFÉ. The same flyer is sent home via email to all parents who provide an email address during enrollment. Second, CAFÉ staff are available for informal conversations with parents during student pick-up. Third, parents can email CAFÉ staff at any time. CAFÉ staff will respond to all email within 24 hours. Fourth, for urgent matters CAFÉ staff will use the emergency contact information provided during enrollment to contact a family member.

#### Communication with School Staff

CAFÉ will communicate with school staff in three ways. First, CAFÉ staff will participate in school staff meetings by virtue of being on staff at the school. The SC will provide monthly program updates and respond to questions from regular school day staff. Second, each CAFÉ Facilitator will maintain a Homework/Communication folder for each student that passes back and forth between CAFÉ and the regular classroom. This folder includes homework information and brief notes to foster communication between CAFÉ and school staff. Third, the CAFÉ SC will respond via email to questions, concerns, or suggestions presented by regular school day staff.

#### Communication with the Community

To keep the community informed about the CAFÉ Project, the SC will issue quarterly press releases for inclusion in the local newspaper. The library will post notices about opportunities and events. In addition, the annual program report will be made available online via the Laurel SD website.

#### Dissemination of Information and Marketing the Program to Target Populations

CAFÉ will disseminate a project overview that clearly states that CAFE is open to everyone but was designed for students performing below standards and families that have after school child care needs. CAFÉ's marketing plan will use several strategies to ensure all children and families are aware of the CAFE Project opportunity. Key strategies include adding notices on the district and school websites, school newsletters, and press releases to local media. In addition, we will leverage our existing communication strategies such as back to school nights, parent-teacher conferences, and postings in the school office. Finally, we will post notices on community bulletin boards.

6. Describe the policies and procedures that address participant recruitment, enrollment, attendance, behavior, and discipline.

#### Recruitment

CAFE will disseminate information to parents and the community at large in three ways. First, CAFE enrollment packets will be sent home to all parents with students attending NLE. Second, the CAFE SC will make a 30-minute presentation at faculty meetings and at back-to-school night to make sure all



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staff and parents are aware of the opportunity. Third, program partners such as the library will post flyers of the CAFÉ Project Overview.

#### Enrollment

Priority will be given to students with the greatest academic, social, and family needs based on the following scoring system: does not meet state standards in reading and/or math (up to 4 points), teacher recommendation (up to 2 points), no adult available after school (up to 2 points), attendance under 95% or behavioral issues such as suspensions (up to 2 points), parental willingness to participate in one or more of the menu of activities (up to 2 points). Students with the highest scores will be given the first opportunity to enroll. The remaining students will be placed on a waiting list.

#### Attendance

CAFÉ will maintain high attendance through research proven after school strategies such as modeling caring relationships, having high expectations, offering a structured learning environment, and giving students choices and ample opportunities to participate and contribute (Gray, & Padrón, 2003). The enrollment packet includes the attendance policy. Specifically, each day students attend school they are expected to attend CAFÉ. Daily attendance will be tracked using a custom designed Excel spreadsheet that includes classroom rosters. The CAFÉ Facilitators will take attendance at the start of each CAFÉ day and enter the data into the spreadsheet. Whenever a student is absent from CAFÉ but was present during the school day, the PD will contact the parent to determine why. After three unexcused absences, the student will be dismissed from CAFÉ and the next student on the waiting list will be invited to enroll.

#### Behavior

Behavior expectations at CAFÉ will be the same as those used during the regular school day. The rules are expressed as three simple principles: respect yourself, respect others, and respect materials. Students participating in CAFÉ must agree to embody these principles. The principles are intentionally broad and to allow for opportunities to promote social emotional development when transgressions occur. For example, if a student intentionally destroys a pencil or book, during the Community Connection the CAFE Facilitator will lead a discussion of how the behavior should be dealt with. Students who repeatedly violate the community agreements may be dismissed from the program.

#### Discipline

CAFÉ employs multiple layers of discipline. First and most importantly, CAFÉ seeks to eliminate or reduce behavioral issues by providing highly engaging after school learning experiences. Second, CAFE encourages direct and open communication with students. This includes dealing swiftly and definitively with student behavior. For simplicity, all staff will use a three levels of discipline approach. First, staff will seek to resolve all issues within the classroom using a variety of classroom management strategies. Second, when a student is continuously disruptive, the CAFE facilitator may refer them to PD. The PD will work with the student to create a solution for addressing the behavior. The PD will contact the student's parent in these instances. In more extreme circumstances, the PD will contact the parents for a face-to-face meeting. and the student will be put on CAFE Alert. Continued behavioral difficulties will result in dismissal from the program.



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7. Describe how the community was given notice of intent to submit this application and how the community can view the completed subgrant application.

To notify the community of our intent to apply for the grant, we distributed flyers at the school and other public locations. We sought community partners through planning and discussions with the Laurel Public Library. Our application is available for review at LIMS and Laurel SD and we will provide a copy of the application on request.

**Equitable Access and Transportation**

8. Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers will be ensured, including people with special needs. Describe how equitable access to and participation in the 21<sup>st</sup> CCLC program for students, family members, and teachers regardless of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran's status will be ensured.

The Laurel SD has a strictly enforced policy to ensure equal access for, and prohibit discrimination against, students or staff members based on gender, race, national origin, color, disability or age. We serve academically, culturally, and socio-economically diverse populations of children and families. The district and the Board of Education are strongly committed to equal access and treatment for all students, families, employees, and the general public. The Laurel SD, North Laurel Elementary School, and all program partners will make all reasonable efforts to ensure access to materials and presentations within the program by district staff, students and parents.

The Laurel SD board policy of nondiscrimination guides and governs decision making at all levels. Such policies incorporate the following principles: the board shall not discriminate against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The board is committed to the provision of equal access in all child/family/employment and business programs, activities, services, and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

- A. All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities.
- B. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
- C. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
- D. Offer transportation vouchers for advisory members of the program and participants who must use personal or public transportation to attend meetings, activities, and workshops as needed.
- E. Offer multi-lingual services for consumers and others as needed and appropriate.

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- F. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
- G. Arrange for assistive technology devices to translate materials for participants in need of such services (as available).
- H. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and/or computer labs, to the greatest extent possible.

The above listed provisions and strategies will help to ensure that the following principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples, understanding and effectively responding to cultural differences, willingness to continually engage in cultural self-assessment at the individual and organizational level, making adoptions to the delivery of services, and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.

The Laurel School District will take necessary steps to ensure that gender, race, national origin, color, disability, age, language skills, or lack of transportation will not serve as a barrier for participation in the CAFE Project. CAFE will consult student IEP's and 504-Plans to best accommodate each student.

9. Describe how students will travel safely to and from the program, including between program sites and home. Tell which member(s) of the partnership is (are) responsible for scheduling transportation arrangements (including any contractual services) and which member(s) of the partnership is (are) responsible for the financial costs associated with transportation, even if it is an in-kind resource. CAFE takes place at the school site and students are dismissed directly to the program at the end of the school day. Laurel SD will provide bus transportation home for students and is responsible for scheduling transportation arrangements. Laurel SD is responsible for the cost of transportation and these costs will be paid through 21st CCLC funds. To reduce travel time, two buses will be used each with the capacity of 70 students. The buses will depart from the school at 5:00 p.m. and will take no more that 30 minutes to complete their routes. We anticipate between 60-120 students will require transportation home, so each bus will likely transport between 50-70 students. The specific routes will be determined after enrollment to keep travel times to a minimum but will probably be the same as the existing school routes. At the end of each program day, CAFE staff will sign-out each student to a bus driver using a student roster specific to each bus. Students who do not ride the bus will be released to an adult identified on their enrollment form using a student sign-out procedure that requires a signature at pick-up. The same transportation plan and procedures will be used for field trips.

**Non-Public Schools**

10. Federal law mandates that non-public school administrators are consulted in a timely and meaningful manner during the design and development of the program. Describe how this was done with representatives of non-public schools who are based in the subgrant school(s) program service area. If there are no non-public schools in the program service area, indicate that.

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During the design and development of the CAFÉ Project, we contacted the lead administrator of the Epworth Christian School to consult with, invite their participation, and to ensure comparable opportunities were available to students and families at that school. Even though they elected not to participate, after the grant award we will provide Epworth Christian School a CAFE Project Overview and enrollment forms. We will continue to consult with them about how CAFE might serve their students and families.

**Attach an "Intent to Participate" form for each non-public school in the school(s) service area to this subgrant application.** (A non-public school "Intent to Participate" form for use is included in the "additional documents" for this subgrant application.)

### Personnel

11. Describe the staffing for proposed activities and services, including brief job descriptions of key staff. Describe how highly qualified and effective people will be recruited and selected for these positions. CAFE features a comprehensive management model starting with the Site Coordinator (SC) who acts as the onsite "after school principal" for the CAFE Project. The SC serves as the connecting point for the school, parents, teachers, CAFE staff, and program partners. The SC manages the day-to-day operations of the program including supervising CAFE Facilitators, preparing curriculum and materials, completing site level record keeping, and coordinating with the school staff. The SC will hold a Bachelor's Degree and have experience delivering educational support programs to at-risk youth and will be a teacher currently working at North Laurel Elementary.

The CAFE Project staffing plan includes 1 Project Director, 6 CAFE Facilitators (teachers), 6 CAFE Assistants (paraprofessionals), 2 CAFÉ Supporters (college and/or high school students) and 1 Clerical/Data assistant. The PD oversees implementation, management, and program quality and is responsible for ensuring CAFE accomplishes the stated goals and objectives. Specifically the PD will recruit students, hire and supervise staff, maintain records, order materials and supplies, and provide onsite leadership to ensure project effectiveness. CAFE Facilitators and Assistants are directly responsible for student progress and will deliver academic and enrichment learning experiences, oversee the mobile computer lab, provide homework support, and facilitate recreational activities. CAFÉ supporters work under the guidance of Facilitators and Assistants and provide additional direct service to students through tutoring, homework support, recreational activities, and other student supervision. The Clerical/Data Assistant will support the record keeping and evaluation activities. We will hire the most highly qualified staff available and favor those with experience supporting educational interventions, a track record of success with low performing and high poverty students, and skill with project-based learning.

12. Describe how the program will encourage and use appropriately qualified individuals to serve as volunteers.

In addition to paid staff, CAFE will establish a cadre of volunteers, including seniors, to provide additional direct support to students. Volunteers will either read to students or listen to students read aloud. These have been shown to be effective uses of volunteers (Miere & Invernizzi, 2001). Each



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volunteer will be assigned to four students. During each visit, the volunteer will either meet with each student for 15 minutes or pairs of students for 30 minutes. Volunteers participate a two-hour training session and receive a CAFE Volunteer Handbook.

13. Describe the policies and procedures for background checks and other safety and security measures being implemented for the program.

All program staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.

14. Provide a professional development plan for staff and volunteers.

CAFE features a comprehensive staff development model that includes over 24 hours of training and support per year starting with the CAFE Kick-Off preservice training in late May 2015. This seminar, coordinated by Laurel SD and delivered by subject area experts, local practitioners, and experienced after school providers, will cover essential training topics necessary for delivering high quality summer school and after school learning enrichment. Specifically, the CAFÉ Kick Off will feature interactive presentations on: literacy and STEM instructional strategies, classroom management, working with special needs students, Common Core Standards grade level expectations, curriculum specific training, health and safety practices, promoting social-emotional development, using the CAFÉ Mobile Lab, and administrative procedures. The training approach emphasizes research proven teaching strategies that combine direct instruction, guided exploration, and open-ended experiences and integrate reading, writing, math, science, technology, and the arts. In addition, all staff learn techniques for providing effective homework support, recreation, and creating positive relationships.

CAFE offers ongoing support through monthly onsite training, coaching, classroom demonstrations, and online support via webinars and online training modules. Each monthly meeting will feature a mini-workshop delivered by a CAFE staff member or special guest on a high interest topic identified during the prior month of operations. CAFE uses a responsive and flexible training model that immediately incorporates known program needs into the staff development activities. Each year the PD and SC will attend in-state professional development or other required professional development.

Volunteers participate a two-hour training session and receive a CAFE Volunteer Handbook

To measure the impact and effectiveness of professional development, CAFÉ will use a combination of post-training surveys and observational checklists. The training surveys ask participants to rate the quality and usefulness of each training event. The observational checklists are used to assess the quality of the after school program and the fidelity of implementation of the chosen curricular programs.

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15. Indicate which type of arrangement the program will operate to meet Delaware Office of Child Care Licensing Requirements:

Pursue a license through OCCL. The program must have a license if the lead agent is a non-school agency, OR if any of the 21<sup>st</sup> CCLC sites or programs will be located in places other than public school buildings, OR if the program plan as part of sustainability to use Purchase of Care.

PLEASE NOTE: If a 21<sup>st</sup> Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License

**OR**

Obtain an exemption from OCCL. This can only be obtained if 1) the public school is the lead agent of this subgrant AND 2) all 21<sup>st</sup> Century program sites are located in public schools in that school district or charter school.

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**Section 5: Program Design**

**76 points**

**Needs Assessment**

Identify the target population, method of determination of need, recognize root causes, and provide supporting data as evidence.

Use poverty information, academic achievement data, and other relevant data sources to detail the need.

Target Population: Students
Needs: <b>Attendance</b> (identify specific areas, if possible): Students who attend less than 95% of school days.
Input Method (survey, focus group, program inventory, interviews, etc.): Attendance data, principal interview, teacher survey
Root Causes: Poverty, rurality, parent challenges
Data: North Laurel Elementary serves 578 students in grades 2-4. Approximately half the student population is white, one third of the population is African-American, and 11% Hispanic/Latino. North Laurel Elementary is a high poverty school where 59% of the students qualify for free or reduced price lunch. At North Laurel elementary 8% of the students are considered English Language Learners and 11% qualify for special education services.
North Laurel has 95% daily attendance. Daily attendance is defined as the presence of a student on days when school is in session. A student is counted as present only when he/she is actually at school, present at another activity sponsored by the school as part of the school's program, or personally supervised by a member of the staff. The total number of days of attendance for all students divided by the total number of school days in a given year gives the average daily attendance.
The principal explained that the students who are not meeting standards account for a disproportionate percentage of the absences. Several teachers reported that certain students miss as many as five days in a single month. Early disengagement from school, exacerbated by high poverty, and low levels of family education has been linked directly to school dropout (Dropout Fact Sheet, 2009).
Data Sources: <a href="http://profiles.doe.k12.de.us">http://profiles.doe.k12.de.us</a>
Desired Program Outcomes: Improve student attendance for at-risk students.

Target Population: Students
Needs: <b>Academic</b> (identify specific areas, if possible): Reading, math, and science.
Input Method (survey, focus group, program inventory, interviews, etc.): Student assesment data, focus group with teachers, teacher observations
Root Causes: Limited academic support options, poverty, limited community resources, teaching strategies
Data: The children and families of Laurel School District (Laurel SD) face numerous risk factors that pose significant obstacles to their personal and academic success. High poverty, limited parent education, low school achievement, high absentee rates, unmet child care needs, and few community resources each present formidable barriers. Laurel is the third poorest city in the state of Delaware with a median income of \$32,000 a year and one in three children living in poverty (U.S. Census, 2010).

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North Laurel Elementary did not meet AYP. According to the most recently available data, overall 36% of students did not meet standards in reading, 38% did not meet standards in Mathematics, 38% did not meet standards in Social Studies. Recent trends suggest that the problem of low achievement may be getting worse. For example, in grade 4 the percent of students not yet meeting state standards in math increased by 6% and the percent of students not yet meeting state standards in reading increased by 2% from Spring 2013 to Spring 2014. Parents and teachers from NLE report that students do not have access to academic support or enrichment activities. Further, the school lacks up-to-date educational technology and necessary educational resources for delivering common core aligned literacy and STEM learning experiences.

Data Sources: <http://profiles.doe.k12.de.us>, United States Census

Desired Program Outcomes: Improve academic achievement in math, reading, and science. See goals, objectives, and targets.

Target Population: Students

Needs: **Afterschool Programming, Activities, and Scheduling** (identify specific kinds, such as sports, arts, personal, and/or social development, etc.; days of the week, hours, how many weeks, school-year, summer): North Laurel has no current after school programs or activities.

Input Method (survey, focus group, program inventory, interviews, etc.): Program inventory, parent survey

Root Causes: Rurality, poverty

Data: No after school programs or services are available for students and families at North Laurel Elementary.

Data Sources: Program inventory

Desired Program Outcomes: Provide students and families a high quality after school program.

Group: Students, Family Members, including Parents, Caregivers, Siblings

Needs: **School Connectedness, Family Literacy, Family Engagement and Well-Being**

Input Method (survey, focus group, program inventory, interviews, etc.): Existing records and surveys.

Root Causes: Rurality, poverty

Data: Laurel has lower levels of educational attainment than the state average. Only 13% of adults hold a Bachelors Degree and 20% of adults have not earned a high school diploma. Over 15% of families speak a language other than English at home. Parental education and primary language have both been shown to influence student achievement. In Laurel, 29% of adults lack basic literacy skills - the highest illiteracy rate in the state (IES, 2013). Parents with limited formal education may feel less confident in their ability to support their children's learning. According to the U.S. Bureau of Labor, Laurel has the second highest unemployment rate in the state at 15%. Unfortunately, there are very few career services and training options available nearby. No after school program currently operates at NLE. If we fail to respond to the intense needs our children and families with necessary services and resources, we run the risk of even greater numbers of students failing to meet state standards in reading, math, and science. We know early school failure results in disengagement from school and, eventually, dropping out. Without a high school diploma, it is harder to find employment. This troubling intergenerational pattern reinforces the cycle of poverty that is all too familiar to the residents of Laurel.

Data Sources: [www.city.data.com](http://www.city.data.com)

Desired Program Outcomes: Increase participation in adult education and family learning activities.



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Group: Program Staff
Needs: <b>Professional Development</b> (identify topics): High yield reading, math, and science instructional strategies for use in after school settings.
Input Method (survey, focus group, program inventory, interviews, etc.): Principal interview and teacher focus group at staff meeting.
Root Causes: Staff are not familiar with strategies purposely designed to be used in after school and summer school settings.
Data: 93 percent of staff have not previously worked in an after school setting. 85 percent of staff reported the desire to learn new strategies for supporting students who have not yet met standards in math, reading, or science.
Data Sources: Summary of staff focus group notes.
Desired Program Outcomes: All staff will learn and use a variety of research-proven instructional strategies in the after school and summer school program.

Group: School Staff and Program Staff
Needs: <b>Program Connectedness, Communication</b> (identify areas): Effective communication strategies and tools between regular school day and after school program specifically concerning student learning needs.
Input Method (survey, focus group, program inventory, interviews, etc.): Staff survey and focus group.
Root Causes: Staff have limited opportunities to interact and have not previously had to coordinate with an after school program.
Data: 100 percent of staff reported not enough time to communicate with other staff. 95 percent of staff reported effective communication between the regular school day teachers and after school staff will be essential to program success.
Data Sources: Summary of staff survey and focus group.
Desired Program Outcomes: Regular school day and after school staff use multiple communication strategies to ensure the after school program supports the regular school day. Regular school day and after school staff report a high level of connectedness between the after school program and the school day.

Group: Community (including city or town council members, faith-based leaders, business leaders, etc.)
Needs: <b>Program Connectedness, Communication</b> (identify areas): Consistent participation of community leaders in providing advice, feedback, and support to the after school program.
Input Method (survey, focus group, program inventory, interviews, etc.): Meeting minutes, survey.
Root Causes: Rural community, limited number of businesses and community organizations.
Data: 80 percent of community members agreed that the after school program was important and that the community needs to be involved in supporting the program.
Data Sources: Meeting minutes, survey.
Desired Program Outcomes: Invite additional community members to participate in advisory team meetings and to otherwise support the after school program.

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**Goals, Objectives, and Strategies – Goal #1 - School Year**

<b>Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.</b>	
<b>School Year Program Start Date:</b> September 21, 2015	<b>School Year Program End Date:</b> May 20, 2016
Site(s): North Laurel Elementary	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #1:	
<u>Objective</u>	<u>Target</u>
1. Objective: Increase math achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in math and 75% or more of CAFÉ participants will show a 3% or greater gain on the DCAS Assessment in math.	1.
2. Objective: Increase reading achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in reading and 75% or more of CAFÉ participants will show a 3% or greater gain on the DCAS Assessment in reading.	2.
3. Objective: Increase science achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in science and 75% or more of CAFÉ participants will show a 3% or greater gain on the state assessments in science.	3.
4. Objective: Improve attendance during the regular school day. Target: By June 2016, 90% of CAFE participants will achieve 90% or greater attendance for the school year as measured using school attendance data.	4.
5.	5.
6.	6.
7.	7.
<b>Performance Indicators:</b>	
1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.	
2. Number of participants who improve in class participation during school and homework completion.	
3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.	
4. Other:	
<b>Data to Measure Progress:</b>	
<input checked="" type="checkbox"/> Attendance Records	
<input checked="" type="checkbox"/> Discipline Records	
<input checked="" type="checkbox"/> Teacher Survey including	
<input checked="" type="checkbox"/> Class participation	
<input checked="" type="checkbox"/> Homework completion	
<input checked="" type="checkbox"/> State Assessment in English Language Arts and Mathematics	
<input checked="" type="checkbox"/> Classroom grades in English Language Arts and Mathematics	
<input type="checkbox"/> Other:	
<b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #1.	
1. Maintain a low student-teacher ratio and small class size.	

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2. Provide a "high dosage" of additional learning time.
3. Use an arts-infused learning model.
4. Promote social emotional development in the context of program activities.
5. Employ data driven decision making.
6. Deliver 40 minutes literacy instruction per day delivered by certified teachers using LitART, a comprehensive project-based literacy enrichment program aligned to the Common Core Standards (CCS) and reviewed by Harvard University (SEDL, 2009).
7. Deliver 40 minutes per day of STEM instruction delivered by certified teachers.
8. Provide access to the Mobile Learning Lab for 4 hours per week.
9. Deliver 20 minutes of homework support per day.
10. Deliver 20 minutes per day of recreation and enrichment activities.

Cite research or other evidence that supports these strategies:

CAFE employs the principles of effectiveness and research based strategies to ensure program success.

#### Class Size and Student to Teacher Ratio.

CAFE will maintain an after school class size of 22 and student-staff ratio of 11:1. Smaller classes in grades 2-4 improve student achievement in reading and math. Students in smaller classes performed better than students in larger classes on reading and mathematics achievement tests (Mitchell & Mitchell, 1999; Molnar, Smith, & Zahorik, 1999). Small classes in the primary grades can help close the achievement gap. Minority students often experience even greater gains than white students when placed in small classes in the primary school years. Minority students tend to have lower achievement scores than white students before participation in small classes and make larger achievement gains by the end of the year. (Nye, Hedges, & Konstantopoulos, 2004; Nye, 2000; Molnar, Smith, & Zahorik, 1999). More instructional options for teachers might explain the benefits of small classes. Teachers may teach differently or certain instructional strategies may work better in small classes. For example, more work done in small groups might be possible. (Ehrenberg, Brewer, Gamoran, & Willms, 2001).

#### High Dosage.

CAFE provides students with more than 350 hours of additional learning time -- a "high dosage" approach that has the potential to yield significant learning gains (Vandell, 2010).

#### Arts-Infused.

CAFE integrates arts enrichment into the literacy and STEM components such as using iPad animation apps to create cartoons and comics (Vandell, 2011).

#### Social Emotional Development.

CAFÉ builds emotional awareness and communication skills through informal learning routines such as Attention Getters, Celebrations, and Sharing Strategies and fosters social skill development through Community Connection and Closing Ceremony, where students reflect on events and express their feelings and ideas (Kohn, 2013).

#### Data-driven decision-making.

The CAFE model was created based on needs assessment data and we will continue to use new data to modify our practices and to support continuous improvement.



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#### CAFÉ Science and Engineering

Students receive 40 minutes per day of inquiry-based STEM instruction delivered by certified teachers. Two days a week, STEM emphasizes science and engineering practices (e.g., using models, conducting investigations, etc.) in the context of weekly projects that are tied to the Next Generation Science Standards for each grade level (e.g., Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.) For example, students make a sundial, explore how shadows are made, and how shadows change when the position of light changes. Students in grades 2-4 who received inquiry-science instruction demonstrated substantial learning gains and a cumulative effect that lasted over several years (Lee, Buxton, Lewis, & LeRoy, 2006).

#### CAFÉ Math

The other two days a week, students receive 40 minutes of math instruction using project-based explorations aligned with the Common Score Standards. Each inquiry-based math session is broken down into a word problem (5 min.), fluent retrieval of basic arithmetic facts (5 min.), a Litamatics math game connected to the book used during literacy (20 min.), and guided exploration of a DCAS practice question (10 min.). Staff apply research proven strategies including using manipulatives and visual models (Butler, 2003), systemic and explicit instruction (Gersten, 2006), interdisciplinary connections (Protheroe, 2007), and think alouds (Baker, 2002). For example, after reading the book *Dinner for 10*, students work in small groups using models to figure out and describe how many different seating arrangements are possible at a table for 10.

#### CAFÉ Technology - Mobile Learning Lab

Throughout the week, students will have access to the CAFÉ Mobile Learning Lab. CAFÉ STEM features an after school mobile learning lab that includes 23 iPads, a mobile charging cart, and an iMac for managing the lab. The Site Coordinator will oversee the lab and assist staff and students as necessary. CAFÉ participants will use online applications such as Science 360, NASA, Tinkerbox, Kahn Academy, Animate It, Comic Life, Monster Physics, and Motions Math. According to research (Gerard, Varma, Corliss, and Linn, 2011), technology can improve inquiry-science learning over textbook or lab instruction by allowing student to: conduct virtual experiments using dynamic simulations of difficult-to-see scientific phenomenon, generate and test models of complex data, collect and analyze data to test predictions, using probeware, scientific data sets, and data analysis software, and gather feedback from different sources to refine work.

#### CAFÉ Literacy

Students receive 40 minutes per day of literacy enrichment. Literacy sessions feature six components. Opening Magic (2 min.) is an active, thinking, observation, and community building game used to start the day (Heibert, 2010). The Daily Tone (3 min.) includes an overview of the day and a brief saying (e.g., everyone smiles in the same language) that students read, interpret, and discuss (Marzano, 2010). MAP! Reading (15 min.) is a supported reading of grade level text organized into Before, During, and After Reading sections. Students preview text, use innovative reading strategies, and choose among literature response activities including art, drama, and writing extensions to increase reading comprehension, fluency, and vocabulary (Adams, 2005). Q10 (5 min.) includes text-specific questions across three levels (literal, inferential, and evaluative) and uses active questioning strategies such as Prove It (Slavin, 2006). Word Collections (5 min.) are interactive language games such as Word Trading proven to build vocabulary

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(Allington, 2009). WERD Writing (10 min.) combines guided and free writing experiences to teach key writing skills and explore the writing process (Graham, 2010).

**Guided Outdoor, Tutoring Centers, Homework Assistance (GOTCHA)**

GOTCHA offers students 40 minutes of choice time between guided outdoor play, tutoring centers, and homework assistance. CAFÉ Facilitators will receive training on homework support and tutoring techniques such as teaching self-help strategies and goal setting to encourage students to complete their homework. Independent learning centers are available to students who do not have homework or who finish early. Centers include independent reading, math puzzles and games, art projects, access to the mobile lab, and guided outdoor play.

How will implementing these strategies lead to the achievement of Goal #1? What changes will they bring about with the participants that will ultimately lead to improved attendance and academic achievement of participants?

Each of the strategies support the overarching goal of increasing student achievement and increasing school attendance. First, the strategies are research-proven with respect to low income populations and students performing below grade level. Second, the strategies used will change students attitudes or disposition toward learning. That is, students engage more readily when literacy, math and science activities emphasize fun, real world applications and a variety on interactive hands-on experiences. The activities are purposefully designed to be high yield, low risk activities that allow students to connect to learning at whatever level they are currently performing. In so doing, students have the opportunity to see learning, school, and themselves in a new way. And when learning is calibrated as an enjoyable and inevitable part of life and not just a series of school assignments, students may choose to spend more time reading, writing, doing math and exploring science. This leads to increased learning time and increased student achievement.

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**Goals, Objectives, and Strategies – Goal #1 - Summer**

<b>Goal #1: Improve school attendance and increase academic achievement of participating students in one or more academic areas.</b>	
Summer Program Start Date: June 29, 2015	Summer Program End Date: August 20, 2015
Site(s): North Laurel Elementary	
Please note: We have adopted full year objectives. The summer program is directly aligned to the achievement of these objectives. Therefore, you will see that the objectives are identical for the summer and after school program.	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #1:	
<u>Objective</u>	<u>Target</u>
1.	1.
2. Objective: Increase math achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in math and 75% or more of CAFÉ participants will show a 3% or greater gain on the DCAS Assessment in math.	
3. Objective: Increase reading achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in reading and 75% or more of CAFÉ participants will show a 3% or greater gain on the DCAS Assessment in reading.	
4. Objective: Increase science achievement. Target: By June 2016, 90% of CAFE participants will receive C or higher grades on end of year report cards in science and 75% or more of CAFÉ participants will show a 3% or greater gain on the state assessments in science.	
5. Objective: Improve attendance during the regular school day. Target: By June 2016, 90% of CAFE participants will achieve 90% or greater attendance for the school year as measured using school attendance data.	
6.	2.
7.	
8.	
9.	3.
10.	
<b>Performance Indicators:</b>	
1. Number of participants who improve attendance and classroom performance; and/or who decrease disciplinary action or other negative behaviors.	
2. Number of participants who improve in class participation during school and homework completion.	
3. Number of participants who improve on classroom grades and state assessments in English Language Arts and Mathematics.	
4. Other:	
<b>Data to Measure Progress:</b>	
<input checked="" type="checkbox"/> Attendance Records	
<input checked="" type="checkbox"/> Discipline Records	
<input checked="" type="checkbox"/> Teacher Survey including	
<input checked="" type="checkbox"/> Class participation	
<input checked="" type="checkbox"/> Homework completion	



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- State Assessment in English Language Arts and Mathematics
- Classroom grades in English Language Arts and Mathematics
- Other:

**Scientifically-Based Strategies:** Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #1.

1. Maintain a low student-teacher ratio and small class size.
2. Provide a "high dosage" of additional learning time.
3. Use an arts-infused learning model.
4. Promote social emotional development in the context of program activities.
5. Employ data driven decision making.
6. Deliver 60 minutes of literacy instruction per day delivered by certified teachers using LitART, a comprehensive project-based literacy enrichment program aligned to the Common Core Standards (CCS) and reviewed by Harvard University (SEDL, 2009).
7. Deliver 60 minutes per day of STEM instruction delivered by certified teachers.
8. Provide access to the Mobile Learning Lab for 4 hours per week.
9. Deliver 30 minutes of independent centers and special projects.
10. Deliver 30 minutes per day of recreation and enrichment activities.
- 11.

Cite research or other evidence that supports these strategies:

Making Summer Count (Rand Corporation, 2011) notes that students who do participate in summer programs have better outcomes than similar peers who do not. The report states that effective summer programs include engaging enrichment activities, provide transportation, individualize instruction, and feature small class sizes. We designed Summer CAFÉ to reflect these findings and have adopted each of the practices. For example, we are investing in high-quality staffing and early planning. Providers that succeeded in developing a well-structured program that attracted students to enroll and attend had high-quality, dedicated year-round administrators with time to devote to planning, programming, early hiring of summer teachers, and early recruiting of students. Likewise, the report suggests arranging smaller classes, involving parents, providing individualized instruction, maximizing students' attendance, providing structures that support high-quality instruction, aligning the school-year and summer curricula, including content beyond remediation, and tracking effectiveness.

How will implementing these strategies lead to the achievement of Goal #1? What changes will they bring about with the participants that will ultimately lead to improved attendance and academic achievement of participants?

The summer program will reduce summer learning loss. Students will continue to read, write and do math and science throughout the summer. Students will learn how to conceptualize and carry out a literacy or STEM project that can be presented to an audience. This multidisciplinary project will be the culminating event of summer school.



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**Goals, Objectives, and Strategies – Goal # 2 – School Year**

<b>Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.</b>	
School Year Program Start Date: September 21, 2015	School Year Program End Date: May 20, 2016
Site(s): North Laurel Elementary	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:	
<u>Objective</u>	<u>Target</u>
1. Objective: Increase parent connectedness.	Target: By June 2016, 70% of CAFE parents will complete 30 or more home learning activities with their child as measured by returned LIFT activity sheets.
1.	
2. Objective: Increase parent education.	Target: By June 2016, 50% of parents will have participated in one or more parent or adult education activities.
3.	2.
4.	3.
<b>Performance Indicators:</b>	
<ol style="list-style-type: none"> <li>1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.</li> <li>2. Number of School Teacher and other staff meetings, phone calls and correspondence.</li> <li>3. Number of Family Engagement Opportunities.</li> <li>4. Other:</li> </ol>	
<b>Data to Measure Progress :</b>	
<input checked="" type="checkbox"/> Parent/Caregiver and Family Attendance and Sign-In Records <input type="checkbox"/> Parent/Caregiver Communication Log <input type="checkbox"/> School Communication Log <input checked="" type="checkbox"/> Family/Caregiver & School Teacher Surveys <input checked="" type="checkbox"/> Other: <i>Return LIFT activity sheets.</i>	
<b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #2.	
<ol style="list-style-type: none"> <li>1. CAFÉ staff will host three Family Learning Celebrations.</li> <li>2. CAFÉ staff will provide daily Learning is Fun Together (LIFT) home learning activities.</li> <li>3. CAFÉ staff will coordinate access to parent and adult education services.</li> </ol>	
<b>Cite research or other evidence that supports these strategies:</b>	
<p>CAFE coordinates with the district Title I specialist and adult education providers to assist families with a range of literacy, educational, and family needs. Sussex Technical College offers a range of adult education options including GED and high school diploma programs, career readiness certificates, ESL, ABE, family literacy classes, and several technology classes such as introduction to computers. Parents will be encouraged to enroll in one or more classes during the school year. School and district Title I staff will deliver quarterly workshops in nutrition education, family communication, ways to support school success, and other topics identified by parents. CAFE has set aside funds to cover a portion of fees for parents who enroll in classes. In addition to adult education opportunities, CAFE staff will host three Family Learning Celebrations to showcase children’s learning and feature student performances such as reader’s theatre, story retellings, art displays, and science projects. At the Celebrations, CAFÉ staff will conduct mini-workshops to help parents support children’s learning at home such as how to set up a study space (Mapp, 2002). Finally, Learning is Fun Together (LIFT) Connections bridges home and</p>	

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workshops to help parents support children's learning at home such as how to set up a study space (Mapp, 2002). Finally, Learning is Fun Together (LIFT) Connections bridges home and school learning experiences by offering families short, fun, literacy activities to do at home that connect to each day's reading (Deschenes, 2010). Each day, CAFÉ staff will send home a LIFT activity for students to complete with a family member.

Research studies that have found these strategies to be effective follow. Dunst, C.J., (2000). Everyday children's learning opportunities: Characteristics and consequences. *Children's Learning Opportunities Report*, vol. 2, no. 1. Gadsden, V.L. (2000). Intergenerational literacy within families. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research, Volume III* (pp. 871-887). Mahwah, NJ: Lawrence Erlbaum. Henderson, A. T. & Berla, N. (1995). *A New Generation of Evidence: The Family is Crucial to Student Achievement*. Washington, DC: Center for Law and Education. Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. Wasik, B. H., Dobbins, D.R., & Herrmann, S. (2001). Intergenerational family literacy: Concepts, research, and practice. In S. Neuman & D. Dickinson (Eds.). *Handbook of Early Literacy Development* (pp.444-458). New York: Guilford Press. Zero to Three. (2000). *What Grown-Ups Understand About Child Development: A National Benchmark Survey*. Retrieved from the Zero to Three website: <http://www.zerotothree.org/pr-survey.html>

How will implementing these strategies lead to the achievement of Goal #2? What changes will they bring about with the participants that will ultimately lead to increased school connectedness? The CAFÉ Family Learning Connection will showcase student work and help families connect with the after school program and their child's learning. Families will change their perceptions of the school when they encounter the positive and welcoming atmosphere. Likewise, the LIFT activities will increase the connectedness between families and their children by providing a daily activity to share. This will change the quality of the relationship between the students and families as they have opportunities to share new experiences together and build positive attitudes toward learning and school. Finally, by providing support for parents to attend adult education classes, parents will be more likely to enroll in classes. Parents who increase their education and skills will increase their employability and become more connected to the community at large.

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**Goals, Objectives, and Strategies – Goal # 2 - Summer**

<b>Goal #2: Increase school connectedness of participants, including families, caregivers, and school teachers and staff.</b>	
<b>Summer Program Start Date:</b> June 29, 2015	<b>Summer Program End Date:</b> August 20, 2015
Site(s): North Laurel Elementary	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:	
<u>Objective</u>	<u>Target</u>
1. Objective: Increase parent connectedness.	Target: By June 2016, 70% of CAFE parents will complete 30 or more home learning activities with their child as measured by returned LIFT activity sheets.
1.	
2. Objective: Increase parent education.	Target: By June 2016, 50% of parents will have participated in one or more parent or adult education activities.
3.	2.
4.	3.
<b>Performance Indicators:</b>	
<ol style="list-style-type: none"> <li>1. Number of Parent/Caregiver and Family meetings, phone calls, and correspondence.</li> <li>2. Number of School Teacher and other staff meetings, phone calls and correspondence.</li> <li>3. Number of Family Engagement Opportunities.</li> <li>4. Other:</li> </ol>	
<b>Data to Measure Progress :</b>	
<input checked="" type="checkbox"/> Parent/Caregiver and Family Attendance and Sign-In Records <input type="checkbox"/> Parent/Caregiver Communication Log <input type="checkbox"/> School Communication Log <input checked="" type="checkbox"/> Family/Caregiver & School Teacher Surveys <input checked="" type="checkbox"/> Other: <i>Return LIFT activity sheets.</i>	
<b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #2.	
<ol style="list-style-type: none"> <li>1. CAFÉ staff will host three Family Learning Celebrations.</li> <li>2. CAFÉ staff will provide daily Learning is Fun Together (LIFT) home learning activities.</li> <li>3. CAFÉ staff will coordinate access to parent and adult education services.</li> </ol>	
<b>Cite research or other evidence that supports these strategies:</b>	
<p>CAFE coordinates with the district Title I specialist and adult education providers to assist families with a range of literacy, educational, and family needs. Sussex Technical College offers a range of adult education options including GED and high school diploma programs, career readiness certificates, ESL, ABE, family literacy classes, and several technology classes such as introduction to computers. Parents will be encouraged to enroll in one or more classes during the school year. School and district Title I staff will deliver quarterly workshops in nutrition education, family communication, ways to support school success, and other topics identified by parents. CAFE has set aside funds to cover a portion of fees for parents who enroll in classes. In addition to adult education opportunities, CAFE staff will host three Family Learning Celebrations to showcase children’s learning and feature student performances such as reader’s theatre, story retellings, art displays, and science projects. At the Celebrations, CAFÉ staff will conduct mini-workshops to help parents support children’s learning at home such as how to set up a study space (Mapp, 2002). Finally, Learning is Fun Together (LIFT) Connections bridges home and</p>	



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workshops to help parents support children's learning at home such as how to set up a study space (Mapp, 2002). Finally, Learning is Fun Together (LIFT) Connections bridges home and school learning experiences by offering families short, fun, literacy activities to do at home that connect to each day's reading (Deschenes, 2010). Each day, CAFÉ staff will send home a LIFT activity for students to complete with a family member.

Research studies that have found these strategies to be effective are listed here. Dunst, C.J., (2000). Everyday children's learning opportunities: Characteristics and consequences. Children's Learning Opportunities Report, vol. 2, no. 1. Gadsden, V.L. (2000). Intergenerational literacy within families. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of Reading Research, Volume III (pp. 871–887). Mahwah, NJ: Lawrence Erlbaum. Henderson, A. T. & Berla, N. (1995). A New Generation of Evidence: The Family is Crucial to Student Achievement. Washington, DC: Center for Law and Education. Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory. Wasik, B. H., Dobbins, D.R., & Herrmann, S. (2001). Intergenerational family literacy: Concepts, research, and practice. In S. Neuman & D. Dickinson (Eds.). Handbook of Early Literacy Development (pp.444-458). New York: Guilford Press. Zero to Three. (2000). What Grown-Ups Understand About Child Development: A National Benchmark Survey. Retrieved from the Zero to Three website: <http://www.zerotothree.org/pr-survey.html>

How will implementing these strategies lead to the achievement of Goal #2? What changes will they bring about with the participants that will ultimately lead to increased school connectedness? The CAFÉ Family Learning Celebrations will showcase student work and help families connect with the after school program and their child's learning. Families will change their perceptions of the school when they encounter the positive and welcoming atmosphere. Likewise, the LIFT activities will increase the connectedness between families and their children by providing a daily activity to share. This will change the quality of the relationship between the students and families as they have opportunities to share new experiences together and build positive attitudes toward learning and school. Finally, by providing support for parents to attend adult education classes, parents will be more likely to enroll in classes. Parents who increase their education and skills will increase their employability and become more connected to the community at large.



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**Goals, Objectives, and Strategies – Goal # 3 – School Year**

<b>Goal #3: Increase the capacity of participants to become productive adults.</b>	
School Year Program Start Date: September 22, 2015	School Year Program End Date: May 20, 2016
Site(s): North Laurel Elementary	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:	
<u>Objective</u>	<u>Target</u>
1. Objective: Increase social emotional development.	Target: Provide 128 or more hours of positive youth development experiences through literacy, science, technology, art, nutrition and other experiences
2.	1.
3.	2.
4.	3.
<b>Performance Indicators:</b>	
1. Number of high quality educational and enrichment opportunities provided by this 21 <sup>st</sup> CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____	
2. Other:	
<b>Data to Measure Progress :</b>	
<input checked="" type="checkbox"/> Attendance Records	
<input checked="" type="checkbox"/> Participant Surveys/Focus Group Discussion	
<input checked="" type="checkbox"/> Number of Sessions	
<input checked="" type="checkbox"/> Program Schedules	
<input type="checkbox"/> Other:	
<b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #3.	
1. CAFÉ staff will incorporate youth development concepts throughout the CAFÉ Project such as facilitating Community Connection and Closing Ceremony.	
2. Provide daily mini-nutrition lessons during snack time.	
3. Deliver media literacy lessons.	
<b>Cite research or other evidence that supports these strategies:</b>	
Our approach to increasing the capacity of participants to become productive adults is rooted in the developmental <u>assets</u> framework. Each of the strategies above reflect one or more the following research proven practices.	
<b>Ensure Physical and Psychological Safety</b>	
Use safe and health-promoting facilities; practice that increases safe peer group interaction and decrease unsafe or confrontational peer interactions. A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11% compared to students in control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)	
<b>Provide Appropriate Structures</b>	

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Use clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring. Interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming et al., 2005)

**Develop Supportive Relationships**

Offer warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness. Positive youth development programs produce positive behavior outcomes and prevent youth problem behaviors (Catalano et al., 2002)

**Offer Opportunities to Belong**

Support meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence. Interventions that promote students' bonding with those with prosocial beliefs and standards can keep them from more frequent alcohol and marijuana use (Brown et al., 2005).

**Establish Positive Social Norms**

These include rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service School-based prevention and youth development programming can positively influence a diverse array of social, health, and academic outcomes (Greenberg et al., 2003).

**Support for Efficacy and Mattering**

Use youth-based, empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Employ practices that includes enabling, responsibility granting, meaningful challenge. Longitudinal evaluation of a positive youth development initiative in 11 Alaska school districts revealed that not only are several aspects of school climate and connectedness related to student achievement, but positive change in school climate and school connectedness is related to significant gains in student scores on statewide achievement tests (Spier, Cai, & Osher, 2007; Spier, Cai, Osher, & Kendziora, 2007).

**Opportunities for Skill Building**

Opportunities to learn physical, intellectual, psychological, emotional, social skills; exposure to intentional learning experiences; opportunities to learn cultural literacy, media literacy, communication skills, and good habits of mind; preparation for adult employment; opportunities to develop social and cultural capital. Students who receive social-emotional support and prevention services achieve better academically in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).

How will implementing these strategies lead to the achievement of Goal #3? What changes will they bring about with the participants that will ultimately lead to becoming productive adults?

By implementing these strategies, students will develop improved communication skills, self efficacy, and personal competence they participate in CAFÉ. These changes translate into lifelong habits essential for becoming productive adults.

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**Goals, Objectives, and Strategies – Goal # 3 – Summer**

<b>Goal #3: Increase the capacity of participants to become productive adults.</b>	
Summer Program Start Date: June 29, 2015	Summer Program End Date: August 22, 2015
Site(s): North Laurel Elementary	
<b>Measurable Objectives:</b> Identify several measurable objectives describing what will be accomplished during this period of time that will help the program reach Goal #2:	
<u>Objective</u>	<u>Target</u>
1. Objective: Increase social emotional development. Target: Provide 128 or more hours of positive youth development experiences through literacy, science, technology, art, nutrition and other experiences	1.
2.	2.
3.	3.
4.	
<b>Performance Indicators:</b>	
1. Number of high quality educational and enrichment opportunities provided by this 21 <sup>st</sup> CCLC that help build lifelong skills in areas such as nutrition and health, art, music, technology, and physical education, literacy, science, and other areas: _____	
2. Other:	
<b>Data to Measure Progress :</b>	
<input checked="" type="checkbox"/> Attendance Records	
<input checked="" type="checkbox"/> Participant Surveys/Focus Group Discussion	
<input checked="" type="checkbox"/> Number of Sessions	
<input checked="" type="checkbox"/> Program Schedules	
<input type="checkbox"/> Other:	
<b>Scientifically-Based Strategies:</b> Identify several scientifically-based strategies that will help the program reach the Objectives above and Goal #3.	
1. CAFÉ staff will incorporate youth development concepts throughout the CAFÉ Project such as facilitating Community Connection and Closing Ceremony.	
2. Provide daily mini-nutrition lessons during snack time.	
3. Deliver media literacy lessons.	
<b>Cite research or other evidence that supports these strategies:</b>	
Our approach to increasing the capacity of participants to become productive adults is rooted in the developmental assets framework. Each of the strategies above reflect one or more the following research proven practices.	
<b>Ensure Physical and Psychological Safety</b>	
Use safe and health-promoting facilities; practice that increases safe peer group interaction and decrease unsafe or confrontational peer interactions. A meta-analysis of school-based social and emotional learning programs involving more than 270,000 students in grades K-12 revealed that students who participated in these programs improved in grades and standardized test scores by 11% compared to students in control groups (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).	
<b>Provide Appropriate Structures</b>	



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Use clear and consistent rules and expectations, firm enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring. Interventions that strengthen students' social, emotional, and decision-making skills also positively impact their academic achievement, both in terms of higher standardized test scores and better grades (Fleming et al., 2005).

**Develop Supportive Relationships**

Offer warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness. Positive youth development programs produce positive behavior outcomes and prevent youth problem behaviors (Catalano et al., 2002).

**Offer Opportunities to Belong**

Support meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence. Interventions that promote students' bonding with those with prosocial beliefs and standards can keep them from more frequent alcohol and marijuana use (Brown et al., 2005).

**Establish Positive Social Norms**

These include rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service School-based prevention and youth development programming can positively influence a diverse array of social, health, and academic outcomes (Greenberg et al., 2003).

**Support for Efficacy and Mattering**

Use youth-based, empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. Employ practices that includes enabling, responsibility granting, meaningful challenge. Longitudinal evaluation of a positive youth development initiative in 11 Alaska school districts revealed that not only are several aspects of school climate and connectedness related to student achievement, but positive change in school climate and school connectedness is related to significant gains in student scores on statewide achievement tests (Spier, Cai, & Osher, 2007; Spier, Cai, Osher, & Kendziora, 2007).

**Opportunities for Skill Building**

Opportunities to learn physical, intellectual, psychological, emotional, social skills; exposure to intentional learning experiences; opportunities to learn cultural literacy, media literacy, communication skills, and good habits of mind; preparation for adult employment; opportunities to develop social and cultural capital. Students who receive social-emotional support and prevention services achieve better academically in school (Greenberg et al., 2003; Welsh et al., 2001; Zins et al., 2004).

How will implementing these strategies lead to the achievement of Goal #3? What changes will they bring about with the participants that will ultimately lead to becoming productive adults?

By implementing these strategies, students will develop improved communication skills, self efficacy, and personal competence they participate in CAFÉ. These changes translate into lifelong habits essential for becoming productive adults.



**Section 6: Program Delivery**

**36 points**

**Youth Development Practices**

1. Describe how the program will create a warm and welcoming environment. Provide any policies, procedures, and background information that will influence this practice.

CAFÉ employs an innovative program model that offers a warm and welcoming environment for students and families. The classrooms and other facilities used for CAFÉ reflect the broader effort of the school as a whole to create an atmosphere that promotes the social and emotional well being of all students. First, the classrooms will employ "universal design" which means designing environments to be usable by all people, to the greatest extent possible, without the need for modification or specialized design. In classrooms this means to the classrooms should be neat and organized and that activities, materials, and equipment are physically accessible and usable by all students.

Part of creating a warm environment means to establish traditions that help create positive feelings about the after school program. In CAFÉ, each after school session begins with a Community Connection where students and staff enjoy a snack and informal conversation followed by a classroom meeting (Lasater, Johnson, & Fitzgerald, 2002). The classroom meeting might include appreciation and compliments, peaceful conflict resolution and problem-solving activities, old business, new business, and a classroom encouragement activity. Following an agenda can be helpful when conducting a classroom meeting (Edwards & Mullis 2003). Each after school sessions ends with the Closing Ceremony. Closing Ceremony is a sharing circle used to reflect on the day's events and plan for tomorrow using the "talking stick" to guide focus. Students respond to a simple prompt such as today I learned... or tomorrow we should ... as a way to bring the events of the day to a quiet thoughtful close. (Durlak, J.A., et al., 2010). For parents, CAFÉ features a welcome sign, displays of student work, positive messages, an information board, and multiple option for communicating with after school staff.

Finally, the CAFÉ Project's Kick-Off training includes a session focused on how to create a warm and welcoming after school environment for students and families. During the session staff learn specific strategies for creating a positive after school classroom environment such as active listening. One way to help students feel as if they are a welcome and trusted member of the class community is by listening to them when they speak. It is very important to give students your complete, undivided attention when speaking with them (Kottler & Kottler, 1993). Likewise, staff learn techniques for making the after school environment welcoming for parents and families.

2. Describe how the program will build supportive relationships and opportunities for students to belong. Provide any policies, procedures, and background information that will influence this practice.

Youth development research suggests that students thrive when staff emphasize build positive healthy relationships with students. The CAFE Project's staff will follow sensible rules, regulations and procedures that are consistently enforced. Policies insist the staff will treat each student equally and build supportive, trusting relationships by continuously encouraging students. The staff will not allow inappropriate behavior, such as racial and or gender harassment. Students want to be listened to and respected as human beings with wants, desires, fears, and emotions (Valenzuela, 1999). Students need to develop a strong sense of security and they should have the opportunity to develop a trusting personal relationship

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with some teachers and students. For some students, the after school program and projects contribute to this important sense of belonging. CAFÉ will ensure that each student will encounter at least one staff member who is interesting and motivating each day.

3. Describe how the program will support positive behaviors. Provide any rules, guidelines, plans, and background information that will influence this practice.

The CAFÉ Project rules, guidelines, and code of conduct indicate clear, appropriate, and consistently applied expectations and consequences. They help students cultivate positive behaviors (improving their behavior, increasing engagement, and boosting achievement). Creating positive school climates and providing students with varying levels of support do not free students from the responsibility of behaving appropriately or being held accountable if they fail to do so. Students in positive and supportive environments develop a positive sense of self. Students bridging two or more cultures and identities may suffer increased stress and conflict as they develop their own identities (Foley, 2001). Literature and lessons about conflicts, challenges, and successes offer opportunities for support. Students need to find themselves and recognize their conflicts in the curriculum, and the literature used must include students from the cultures represented in the classroom. A process of supporting students through asset development has been devised and is incorporated into our chosen curriculum (Scales & Leffert, 1999). This approach focuses on building on the students' strengths, such as energy and creativity. Focusing on strengths can help students develop resiliency to deal with common social and emotional challenges.

4. Describe how the program will provide youth engagement opportunities and offer students choices. Provide any strategies, procedures, and background information that will influence this practice.

✂ The CAFÉ Project incorporates youth engagement opportunities and choices in three ways. First, the literacy, math, and science activities are intentionally designed to maximize student engagement through small group learning experiences. Each learning activity allows students to choose how to approach and respond to the learning activity. For example, students choose among three writing prompt options when responding to literature rather than a single assigned writing prompt. Second, students choose among a variety of possible science investigations rather than being assigned a particular project to complete. Third, during reading time, students follow their interests and select from a variety of texts. Each of these practices have been proven to increase student engagement (Ahrens, 2013). ✂

5. Describe how the program will provide students with opportunities for authentic decision-making. Provide any strategies, procedures, and background information that will influence this practice.

CAFÉ will provide students with opportunities for authentic decision making in two ways. First, CAFÉ will invite students to determine certain program activities. For example, students will choose what outdoor recreation activities to play. Likewise, students will decide which novel to read after listening to a booktalks for each option. Second, students will determine how best to address issues that arise in the after school setting through the Community Connection Forum. This 20-minute facilitated meeting allows opportunities for authentic decision making about how to manage themselves and the program.

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6. Describe how the program will provide students with opportunities for youth leadership. Provide any volunteer processes and background information that will influence this practice.  
CAFÉ provides youth leadership opportunities through the CAFÉ Supporters staff position. Students from high school or college are selected to provide tutoring, assist with homework support, and guide recreational activities. CAFÉ Supporters will participate in volunteer and staff training and work a set schedule. Each CAFÉ Supporter will work as part of a three-person team that includes a CAFÉ Facilitator and a CAFÉ Assistant. Participating students will learn key leadership skills under the tutelage of other staff including how to manage groups of students, how to guide learning experiences, and how to be professional in a work environment.
  
7. Describe how the program will make time for reflection ( that is “careful thought or consideration of an idea or event, with the intent of making change or focusing on improvement”). Provide any methods, procedures, and background information that will influence this practice.  
The CAFÉ Project strongly supports the use of reflection as a tool for enhancing student learning and youth development. While reflection is built into every learning activity through the use of guided thinking where the learning facilitator asks the student to “think for 10 seconds” before directing students to share, a more profound example is the Closing Ceremony component. Students end each day with a sharing circle to reflect on the day’s events and plan for tomorrow using the “talking stick” to guide focus (Durlak, J.A., et al., 2010). The process is guided using one of 35 prompts designed to encourage reflection. After taking a minute to reflect on the day's events, students have an opportunity to share their thoughts with the group.



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<b>School Year Program Schedule</b>					
<b># of Weeks:</b> 32		<b># of Sessions:</b> 128		<b>Start Date:</b> Sept 21, 2015	<b>End Date:</b> May 20, 2016
	<i>Time</i>	<i>Activity</i>	<i># of Participants</i>	<i># of Staff</i>	
<i>Monday</i>	3:00	CAFÉ Community Connection/Snack	134	13	
	3:20	CAFÉ Literacy	134	13	
	4:00	Homework Support/Rec/Enrichment	134	13	
	4:20	STEM Science	134	13	
	5:00	Depart			
<i>Tuesday</i>	3:00	CAFÉ Community Connection/Snack	134	13	
	3:20	CAFÉ Literacy	134	13	
	4:00	Homework Support/Rec/Enrichment	134	13	
	4:20	STEM Math	134	13	
	5:00	Depart			
<i>Wednesday</i>	3:00	CAFÉ Community Connection/Snack	134	13	
	3:20	CAFÉ Literacy	134	13	
	4:00	Homework Support/Rec/Enrichment	134	13	
	4:20	STEM Science	134	13	
	5:00	Depart			
<i>Thursday</i>	3:00	CAFÉ Community Connection/Snack	134	13	
	3:20	CAFÉ Literacy	134	13	
	4:00	Homework Support/Rec/Enrichment	134	13	
	4:20	STEM Math	134	13	
	5:00	Depart			
<i>Friday</i>					



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<b>Summer Program Schedule</b>					
<b># of Weeks: 8</b>		<b># of Sessions: 32</b>		<b>Start Date:</b> June 29, 2015	<b>End Date:</b> August 20, 2015
	<i>Time</i>	<i>Activity</i>	<i># of Participants</i>	<i># of Staff</i>	
<i>Monday</i>	9:00	CAFÉ Summer Connection/Snack	134	13	
	10:00	CAFÉ Summer Literacy	134	13	
	11:00	CAFÉ Summer STEM	134	13	
	12:00	Depart			
<i>Tuesday</i>	9:00	CAFÉ Summer Connection/Snack	134	13	
	10:00	CAFÉ Summer Literacy	134	13	
	11:00	CAFÉ Summer STEM	134	13	
	12:00	Depart			
<i>Wednesday</i>	9:00	CAFÉ Summer Connection/Snack	134	13	
	10:00	CAFÉ Summer Literacy	134	13	
	11:00	CAFÉ Summer STEM	134	13	
	12:00	Depart			
<i>Thursday</i>	9:00	CAFÉ Summer Connection/Snack	134	13	
	10:00	CAFÉ Summer Literacy	134	13	
	11:00	CAFÉ Summer STEM	134	13	
	12:00	Depart			
<i>Friday</i>					

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**Section 7: Evaluation**

**40 points**

1. What is the “data collection system” for the program? How will “data to measure progress” indicated in Section 5 Program Design be collected, reviewed, and analyzed?

CAFÉ employs a data collection system that offers a simple yet effective method for collecting, reviewing and analyzing data and facilitates using available data to measure progress and make program improvements. Microsoft Excel will be used for data management and analysis. DCAS scores, attendance data, grades, and family participation information will be entered into the database and each student will be coded as CAFÉ or non-CAFÉ.

The CAFÉ data collection system is part of our six step evaluation plan that includes: an evaluation design, data collection tools, data collection, data entry, data analysis, and reporting. Global Learning will prepare the evaluation design and data collection instruments (e.g., spreadsheet for reporting DCAS scores; the school connectedness surveys; and family participation logs).

2. What is the proposed timeline for collecting data to establish continuous and overall assessment of progress on program objectives and their targets?  
Grades, school attendance data, and behavioral data will be collected quarterly. State test scores will be collected annually. CAFÉ attendance data will be collected daily. Parent participation data will be collected at each class or event and LIFT data will be compiled monthly. Data will be entered into an Excel spreadsheet as it becomes available.
3. How will the program keep up-to-the-minute attendance records, including the ability to know the program’s average daily attendance at any time? Explain the details of the program’s daily attendance procedures.  
CAFÉ will keep up to the minute attendance records using an online Google Docs spreadsheet that includes a roster of every enrolled student by classroom. CAFÉ Facilitators will take attendance each day by entering attendance data directly into the spreadsheet. The spreadsheet features calculated fields that show CAFÉ total attendance and the average daily attendance. The SC will check the attendance records at the end of each day to make sure they were entered correctly and completely. The average daily attendance data can be accessed at any time.

In addition, class rosters will be printed and used as the sign out sheets. Each day, every student will be signed out either by a parent or by the Facilitator if departing by bus. The PD will use the classroom roster to cross check the attendance data against the online data entry to ensure accuracy. Any discrepancies will be resolved by clarifying attendance with the Facilitator.

4. How will student-level data from the school be shared with the program? How will the program ensure it will have access to the data necessary to analyze its objectives? Has a memorandum of understanding between partners documenting the collection and sharing of required school-related indicators including school attendance, behavior, and academic achievement been completed?  
The SC will access and share student level data with the CAFÉ staff. Since the SC will be a teacher currently working at the school, we anticipate no difficulties gaining access to any and all data needed to analyze progress toward achieving our objectives. An MOU has been completed between the school

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district and CAFÉ Project that affirms the data on attendance, behavior, and academic achievement will be collected and shared.

5. How will the strategies, the performance indicators, the objectives and targets, and the goals be evaluated?

For Goal 1 Objectives 1, 2, and 3, CAFE will determine whether each benchmark was met (e.g., did 90 percent of students receive a C or better?). For reading, math, and science grades, we will calculate the percent of students who received a C or better. Likewise, we will determine whether CAFE students outperformed the comparison group (non-CAFE) by comparing the percent of CAFÉ participants receiving a C or better with the percent of NON CAFÉ students receiving a C or better. DCAS matched scores from spring to spring will be collected and analyzed to determine the percent of students who achieved a 3% or better increase year over year. In addition, we will determine whether CAFE students outperformed the comparison group (non-CAFE) by comparing the percent of CAFÉ participants making an increase of 3 percent or more in reading, math, and science. with the percent of Non-CAFÉ students making an increase of 3 percent or more on their DCAS tests in reading, math, and science.

For Goal 1 Objective 4, we will use attendance from school records. We will calculate the percent of days CAFÉ students attended and compare that to the benchmark goal of 90% school attendance for 90% of students. We will compare the attendance results of CAFE participants with non-CAFÉ participants.

For Goal 2 Objectives 1 and 2, CAFE staff and program partners will take attendance at family events and classes or parents will sign-in on an attendance sheet to track participation. Parent participation in at-home learning will be tracked daily using LIFT response pages.

6. Who will develop an evaluation framework? Who will collect the data? Who will analyze the data? Who will report the evaluation results?

Laurel SD will develop the evaluation framework with assistance from RMC Research. RMC Research has over 15 years of experience conducting 21<sup>st</sup> CCLC after school evaluations and can provide a model that Laurel SD can customize to fit the specific needs of the CAFÉ Project. Overall the CAFE Project evaluation aims to answer the question: Did the CAFÉ Project achieve its goals and objectives? To answer this questions, the evaluation framework focuses on three areas:

- A. Student and Parent Background Factors;
- B. Program Services, Implementation, and Quality Factors; and,
- C. Student and Parent Outcomes.

The CAFE Site Coordinator will be responsible for collecting all program data. RMC Research will analyze the data and provide summary reports to the CAFE Project. The Site Coordinator will report the evaluation results.

7. How will the program determine if each of the objectives and goals has been met?

We will evaluate the success of the CAFE Project in two ways. First, we will determine whether each objective has been met. For example, did 75% of CAFE participants receive C or higher grades on end of year report cards in reading, math, and science? Did 75% or more of CAFE participants show a 3% or



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greater gain on the DCAS scores from the prior year? Did 90% or more of CAFE participants maintain or improve behavior throughout the school year?

Second, we will compare the outcomes for CAFE participants with the students from NLE who did not participate in CAFE. The comparison between the two groups will show whether the CAFE Project “added value” to student learning, achievement, behavior, or attendance.

8. How will the program determine what is being done well and what needs to be changed in order to produce the desired results?

CAFÉ uses a clear progress monitoring system anchored by monthly check-in meetings. The check-in meetings are required for all project staff and open to all school staff, partners, and parents to discuss challenges, describe successes, ask questions, and plan program improvements. At each monthly check-in meeting, the site coordinator will present a brief project update that includes any new data. During the meeting, staff review the report, assess progress, discuss implementation issues, and make necessary adjustments to the program.

Between meetings, the site coordinator will use the CAFÉ program quality checklist to monitor what is being done well and what needs to be changed in order to produce the desired results. The checklist includes clear expectations for implementation. The checklist is used during training and observations to ensure all staff understand the criteria by which program quality will be assessed. For example, the checklist includes each of the components for the literacy and STEM blocks of time. If a staff person leaves out a component, the site coordinator will provide feedback and support needed to make sure the component is included the next time.

At the end of each year, the Project Director will issue an evaluation report that will summarize program results, tell whether each objective has been met, and include recommendations for improving the program. All program reports will be shared with CAFE staff, the school, parents, project partners, the community, and DDOE.

9. How will the evaluation results be used to shape the activities, structures, and resource allocations of the program? How will the evaluation results be used to direct the staff’s professional development?

At the end of each year, the Project Director will issue an evaluation report that will summarize program results, tell whether each objective has been met, and include recommendations for improving the program. All program reports will be shared with CAFE staff, the school, parents, project partners, the community, and DDOE. The Advisory Team will, if necessary, use the report to develop a set of recommendations for modifying activities, structures, and resource allocations of the program. In addition, the results, in conjunction with observational data, will be used to pinpoint staff development needs.

10. How will the evaluation findings be shared with students, parents and other family members, program staff, school staff, and the community?

Evaluation findings will be shared in multiple ways. First, the report will be made available to students, parents and family members, program staff, school staff, and the community by posting a PDF version on

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the Laurel SD website. Second, paper copies of the report as well as a two-page report summary will be made available in the school office. Third, the PD and SC will conduct brief presentations of the report findings to interested parties by request. At a minimum, a presentation will be made to the school staff, the Café Project staff, and the Advisory Team.



STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

BUDGET  
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FEDERAL AND STATE SUBGRANT BUDGET FORM

Date: 1/31/15

Federal Grant: 21st Century Community Learning Centers Completed by: Monet Smith  
 LEA/Agency: Laurel School District  
 Project Title: CAFÉ Project at North Laurel Elementary  
 Project Period From: 5/1/15 Project Period To: 30-Apr-16

EXPENSE TYPES AND ACCOUNT CODES: SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120)		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	PERSONNEL: Give name, position, and FTE percentage for all funding involved (Use continuation page if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
200	<b>PROFESSIONAL:</b> Project Director Site Coordinator CAFÉ After School Facilitator Grade 2 - Classroom 1 (.1 FTE) CAFÉ After School Facilitator Grade 2 - Classroom 2 (.14 FTE) CAFÉ After School Facilitator Grade 3 - Classroom 1 (.14 FTE) CAFÉ After School Facilitator Grade 3 - Classroom 2 (.14 FTE) CAFÉ After School Facilitator Grade 4 - Classroom 1 (.14 FTE) CAFÉ After School Facilitator Grade 4 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 2 - Classroom 1 (.14 FTE) CAFÉ After School Assistant Grade 2 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 3 - Classroom 1 (.14 FTE) CAFÉ After School Assistant Grade 3 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 4 - Classroom 1 (.14 FTE)	\$ 6,554 7,541 9,358 9,358 9,358 9,358 9,358 9,358 5,049 5,049 5,049 5,049 5,049	\$ 6,554 7,541 9,358 9,358 9,358 9,358 9,358 5,049 5,049 5,049 5,049	\$	\$
	Subtotal	95,488	95,488		
200	<b>SUBSTITUTES:</b>	\$	\$	\$	\$
	Subtotal				
200	<b>SUPPORT STAFF:</b>	\$	\$	\$	\$
	Subtotal				
200	<b>STUDENTS:</b>	\$	\$	\$	\$
	Subtotal				
800	<b>OTHER EMPLOYEE COSTS:</b> FICA 6.20 Medicaid 1.45 Pension 20.66 Workman's Comp 1.60 Unemployment Insurance 0.17 Health Insurance/Other Non-taxed Benefits	Percent 8,556 2,001 28,512 2,208 235	8,556 2,001 28,512 2,208 235		
	Subtotal	41,512	41,512		
<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>		137,000	179,520		

LEA/AGENCY: Laurel School District

EXPENSE TYPES AND CODES: SALARIES (5100) AND OTHER EMPLOYEE COSTS (5120)		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	PERSONNEL: Give name, position, and FTE percentage for all funding involved  Continuation page.	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds  (Identify)
200	<b>PROFESSIONAL:</b> CAFÉ After School Assistant Grade 4 - Classroom 2 (.14 FTE)  CAFÉ Summer School Site Coordinator CAFÉ Summer School Facilitator Grade 2 - Classroom 1 (.05 FTE) CAFÉ Summer School Facilitator Grade 2 - Classroom 2 (.05 FTE) CAFÉ Summer School Facilitator Grade 3 - Classroom 1 (.05 FTE) CAFÉ Summer School Facilitator Grade 3 - Classroom 2 (.05 FTE) CAFÉ Summer School Facilitator Grade 4 - Classroom 1 (.05 FTE) CAFÉ Summer School Facilitator Grade 4 - Classroom 2 (.05 FTE) CAFÉ Summer School Assistant Grade 2 - Classroom 1 (.05 FTE) CAFÉ Summer School Assistant Grade 2 - Classroom 2 (.05 FTE) CAFÉ Summer School Assistant Grade 3 - Classroom 1 (.05 FTE) CAFÉ Summer School Assistant Grade 3 - Classroom 2 (.05 FTE) CAFÉ Summer School Assistant Grade 4 - Classroom 1 (.05 FTE) CAFÉ Summer School Assistant Grade 4 - Classroom 2 (.05 FTE)  Data Clerk (.10 FTE)	\$ 5,049  2,723 3,379 3,379 3,379 3,379 3,379 3,379 3,379 1,823 1,823 1,823 1,823 1,823 1,823 1,823 3,536	\$ 5,049  2,723 3,379 3,379 3,379 3,379 3,379 3,379 1,823 1,823 1,823 1,823 1,823 1,823 1,823 3,536	\$	\$
	Subtotal	\$ 42,520	\$ 42,520	\$	\$
200	<b>SUBSTITUTES:</b>	\$	\$	\$	\$
	Subtotal	\$	\$	\$	\$
200	<b>SUPPORT STAFF:</b>	\$	\$	\$	\$
	Subtotal	\$	\$	\$	\$



Health Insurance/Other Non-taxed Benefits		Total Funds Requested	Grant Funds	State Funds	Matching Funds
800	Project Director Site Coordinator CAFÉ After School Facilitator Grade 2 - Classroom 1 (.1 FTE) CAFÉ After School Facilitator Grade 2 - Classroom 2 (.14 FTE) CAFÉ After School Facilitator Grade 3 - Classroom 1 (.14 FTE) CAFÉ After School Facilitator Grade 3 - Classroom 2 (.14 FTE) CAFÉ After School Facilitator Grade 4 - Classroom 1 (.14 FTE) CAFÉ After School Facilitator Grade 4 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 2 - Classroom 1 (.14 FTE) CAFÉ After School Assistant Grade 2 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 3 - Classroom 1 (.14 FTE) CAFÉ After School Assistant Grade 3 - Classroom 2 (.14 FTE) CAFÉ After School Assistant Grade 4 - Classroom 1 (.14 FTE)	\$	\$	\$	\$
<b>Subtotal Benefits (Pg 1)</b>					

LEA/AGENCY: Laurel School District

EXPENSE TYPE: CONTRACTED SERVICES		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
ACCOUNT CODE: 5500		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
List vendor name or type of service.					
Fed Acct. No.	(Use continuation sheet if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
		\$	\$	\$	\$
800	AUDIT FEES (if applicable)				
200	School Bus Transportation After School (2 buses all program days)	21,760	21,760		
	School Bus Transportation Summer School (2 buses all program days)	5,440	5,440		
	School Bus Transportation Field Trips (2 buses each trip)	680	680		
	Laurel Historical Society admission fee support for arts/cultural events	3,000	3,000		
	Delaware Technical Community College for adult education class fee support (amount per adult depends on demand limited to \$100 per adult)	3,000	3,000		
	Local experts for professional development and training fees (\$128 x 10 days)	1,280	1,280		
	RMC Research for evaluation consultation and support (8 days @ 250)	2,000	2,000		
	High school and college students to provide tutoring and rec. support (128 hours @ \$13)	3,328	3,328		
	Delaware Technical Community College for student recreation and enrichment classes fee support (150 students @ \$20)	3,000	3,000		
<b>TOTAL CONTRACTED SERVICES</b>		<b>43,488</b>	<b>43,488</b>		
EXPENSE TYPE: TRAVEL		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
ACCOUNT CODE: 5400		TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT			
Fed Acct. No.	Name of person traveling, their title, destination and specific cost of items and rates. (Use continuation sheet if needed.)	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
		\$	\$	\$	\$
200	Project Director travel to required conferences (hotel, transportation, per diem)	700	700		
	Site Coordinator travel to required conferences (hotel, transportation, per diem)	700	700		
<b>TOTAL TRAVEL</b>		<b>1400</b>	<b>1400</b>		

LEA/AGENCY: Laurel School District

EXPENSE TYPE: MATERIALS AND SUPPLIES		TOTAL FUNDING SUPPORTING			
ACCOUNT CODE: 5600		THE ENTIRE PROJECT			
Fed Acct. No.	List item(s) description, quantity and unit price.	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
		\$	\$	\$	\$
200	Picture Books (4 copies of 104 titles @ \$10)	4,160	4,160		
	Novels (12 copies of 32 titles @ \$10)	3,840	3,840		
	Informational Texts (4 copies of 90 titles @ \$10)	3,600	3,600		
	Literacy Curriculum (8 themes x 6 classes x 20 guides \$20)	11,520	11,520		
	Literacy Student Mstr (PDF & license 150 students @ \$16)	2,400	2,400		
	Math materials - Playing Cards 6 sets @ \$20	120	120		
	Math materials - Unifix cubes 6 sets @ 50	300	300		
	Math materials - Dice 6 sets @ 20	120	120		
	Math materials - Counters 6 sets @ 20	120	120		
	Math materials - Pattern Blocks Sets 60 @ 2.50	150	150		
	Math materials - Centimeter Cubes sets 6 @ 55	120	120		
	Math materials - Base ten blocks 30 sets @ 20	600	600		
	Math Curriculum (8 themes x 6 classes x 20 guides @ \$20)	11,520	11,520		
	Math Student Mstr (PDFs & license 150 students @ \$16)	2,400	2,400		
	STEM Materials - Lego Simple Machines 3 sets @ \$800	2,400	2,400		
	STEM Curriculum (8 themes x6 classes x 20 guides @ \$20)	11,520	11,520		
	STEM Student Mstr(PDFs & License 150 students @\$16)	2,400	2,400		
	23 iPads @ \$400	9,200	9,200		
	1 iPad Charging Cart @ \$1,200	1,200	1,200		
	1 iMac Computer to manage mobile lab @ \$1,100	1,100	1,100		
	115 Ipad Applications @ \$5	575	575		
	After School/Summer School Training Sets 13 @ \$250	3,250	3,250		
	Student supplies - composition books 140 @ \$3	72	72		
	Student supplies - pencils 6 packs @ \$32	192	192		
	Student supplies - crayola markers 6 sets @ \$33	198	198		
	Student supplies - mini white boards 6 sets @ \$64	256	256		
	Student supplies - dry erase markers 6 sets @ \$33	210	210		
	Office supplies - index cards 2 sets @ 20	120	120		
	Office supplies - 6 dry erase whiteboard @ \$47	282	282		
	Office supplies - 48 storage tubs @ \$23	1,104	1,104		
	Office supplies - misc. (e.g. paper, staples, software)	543	543		
<b>TOTAL MATERIAL AND SUPPLIES</b>		<b>75,592</b>	<b>75,592</b>		

Delaware 21<sup>st</sup> Century Community Learning Centers  
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**Section 8 Fiscal Management, Budget, and Sustainability**

**16 points**

*Prepare a budget (using the separate budget pages provided) that will adequately cover program expenses, and then answer the following:*

1. Describe the program's financial procedures and accounting practices.  
CAFÉ will use the standard accounting procedures employed by the Laurel School District. These are the accepted methods of accounting used by school districts and other organizations nationwide. For example, planned program purchases will be reviewed and approved by at least two administrators. Monthly expense reports will be provided to the PD to assist with fiscal management. The PD will ensure the expenditures are in line with the progress of the CAFÉ Project.
2. Describe the adequacy of support including facilities, equipment, supplies, and other resources and assets from the lead agency and all partners.  
Laurel SD and Norh Laurel Elementary offer the Café Project an excellent set of resources including the use of classrooms, the cafeteria, the gymnasium, the computer lab, the library, and the playground. In addition, CAFÉ will have access to office equipment, supplies, and other materials as needed.
3. Describe the extent to which the costs are reasonable in relation to the number of persons to be served, the size and scope of the program, and to the anticipated results and benefits of the program.  
CAFÉ has designed a comprehensive after school and summer school program that will make a significant and lasting impact on over 130 students and families. CAFÉ will deliver 352 hours of high yield learning experiences and a diverse array of engaging enrichment experiences designed to increase student learning and achievement and enhance participant's social and emotional development. Parents and families will gain access to family literacy and adult education opportunities as well as free after school care, while students will enjoy a safe and supervised place to go after school that includes an exciting selection of learning activities delivered by certified teachers. CAFÉ will operate for about \$5.00 an hour - less than the cost of most day care programs.
4. Provide a preliminary plan for how the program will continue after funding ends.  
We have carefully considered how to continue the CAFÉ Project after the funding ends. The Project Director is responsible for securing commitments and monitoring available financial support. To start, we have established two key partners who each will contribute substantial value to the CAFE Project. NLE will provide the facilities for CAFE valued in-kind at \$16,600 and the Laurel Public Library will provide staff visits, special events, and field trips valued at \$1,970. Starting during the latter part of year 4 and throughout year 5, we will use a combination of strategies to meet our sustainability goal.

**Reducing Expenses.**

Our proposed budget was carefully drafted to keep our staffing costs as low as possible and to acquire most of the necessary curriculum, materials, and supplies during the first three years of operation. Likewise, our professional development plan was designed to firmly establish the CAFE model by the end of year 3, allowing us to reduce the amount of external professional support needed in years 4, 5,



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Delaware 21<sup>st</sup> Century Community Learning Centers  
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We anticipate saving over \$30,000 in year 4 and beyond by reusing materials acquired during years 1, 2 and 3 such as the mobile learning labs and the book collection.

**Increasing In-kind Support.**

We will publicize our results and ask partners and community agencies to consider increasing the in-kind and monetary support to CAFE. If CAFE demonstrates itself as a cost-effective strategy for increasing student achievement among low performing students, NLE may choose to use Title I funds to support it.

**Identify New Partners and Engage Local Businesses.**

Each year CAFE will identify two or more new partners to support the program through in-kind contributions. We will reach out to businesses and seek financial support for specific program needs.

**Conduct Fund Raising Events.** CAFE will conduct one or more fundraisers per year. The event will feature students performances, auctions of art and books created by students, and may include an online marketplace such as Etsy.

**Apply for Grant Funds.** CAFÉ will aggressively seek local, state, federal grant funding opportunities. We will prepare one or more grant applications per year to organizations that support after school programs such as Target, or the Mott Foundation.

**Attach the Budget Pages to this subgrant application.**

**20 points**

Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

**Section 9 – Assurances, Certifications, and Signatures**

*The following pages contain the Assurances that must be signed and dated by the Superintendent or Chief Executive Officer of the Local Education Agency and the Chief Executive Officer of the Community Agency Partner. Please read and **check off all assurances carefully**. These assurances dictate financial requirements that must be adhered to by the subgrantee. Funds will not be disbursed until and unless a signed copy of these Assurances are received by the Delaware Department of Education (DDOE). Please check the following 34 assurances, indicating an agreement:*

The Applicant assures that:

- 1. The program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- 2. The control of funds provided under 21st Century Community Learning Centers program and title to property acquired with program funds will be in a school district, public agency, for-profit agency, or a non-profit private agency, institution, or agency.
- 3. The school district, public agency, for-profit agency, non-profit agency, institution or agency will administer those funds and property to the extent required by the Delaware Department of Education. Records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by program auditors for at least three years past the final year of the 21<sup>st</sup> CCLC.
- 4. The applicant will adopt and use proper methods of administering each such program, including the:
  - a) enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program,
  - b) correction of deficiencies in program operations that are identified through audits, monitoring or evaluations,
  - c) adoption of written procedures for the receipt and resolution of complaints in the administration of programs.
- 5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the subgrantee under the 21st Century Community Learning Centers program.
- 6. The program will take place in a safe and easily accessible facility.
- 7. The program will continue to be designed, developed, planned, implemented, and evaluated in active collaboration with all the partner agencies, including the administrators and teachers from the schools that the students attend. The 21<sup>st</sup> CCLC will be linked with the school day.
- 8. The transportation and program access for all students will be addressed and provided by the 21<sup>st</sup> CCLC funds if not provided from another source of funds.
- 9. The school district will provide access of pertinent student data to the applicant and partnering agencies.

Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

**Section 9 – Assurances, Certifications, and Signatures**

- 10. Attendance records will be maintained for each student receiving services in the 21<sup>st</sup> CCLC.
- 11. Students will be tagged in the eSchool Plus statewide pupil accounting system by school or district personnel.
- 12. Required data will be entered into the 21<sup>st</sup> CCLC Federal database system by the grantee. This information will be used to annually evaluate the program and will be used to make decisions about appropriate changes in programs for the subsequent year.
- 13. The program will primarily target students who attend schools eligible for Title I school-wide programs under Section 1114 and families of such students.
- 14. The applicant will cooperate in carrying out any evaluation of the program conducted by state and federal officials.
- 15. Funds granted for this program will not supplant federal, state, local or non-federal funds.
- 16. The community was given notice of intent to submit an application and the completed application and any waiver request(s) will be available for public review after submission.
- 17. The program will ensure equitable participation of nonpublic school participants if those students are part of the target population. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner; and provide nonpublic participants genuine access to equitable services.
- 18. The programs and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, marital status, disability, age, genetic information, or veteran status.
- 19. Programs and projects funded in total or in part through this subgrant will operate in compliance with state and federal laws and regulations, including but not limited to the 1964 Civil Rights Act and amendments, Title IX of the Education Amendment of 1972, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provision Act (GEPA), the American with Disabilities Act and the Drug-Free Workplace Act of 1988.
- 20. The Delaware Department of Education (DDOE) may as it deems necessary, supervise, evaluate, and provide guidance and direction to the subgrantee in the conduct of activities performed under this subgrant; however, failure of DDOE to supervise, evaluate, or provide guidance and direction shall not relieve the subgrantee of any liability for failure to comply with the terms of the subgrant award.

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**Section 9 – Assurances, Certifications, and Signatures**

- 21. Entities receiving \$500,000 or more of federal funds assure that an annual financial and compliance audit have been completed in accordance with OMB Circular A-133 or A-128, whichever is applicable. Copies of any audit findings and the documented actions to clear these findings must be included in this 21<sup>st</sup> CCLC subgrant application.
- 22. All program staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.
- 23. Any printed (or other media) description of programs and/or program activities will state that the program and/or activity is fully (or partially) funded by the US Department of Education's 21st Century Community Learning Center Program.
- 24. Subgrantee will retain records of its financial transactions (including receipts), accounts, program operation, and evaluation relating to this subgrant for a period of three years after termination of the subgrant agreement and will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE.
- 25. Subgrantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the subgrant was awarded. Amendments will be accepted during the following periods: August 1 - August 15; December 1 - December 15; and June 1 - June 15. Amendments are submitted via e-mail for approval to the Delaware 21st CCLC State Coordinator.
- 26. Subgrantee will repay any funds that have been determined through the federal or state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- 27. Subgrantee will, as part of this subgrant, create an advisory council or steering committee of all major partners who will meet on a regular basis to assist in continuous program improvement.
- 28. Subgrantee assures that the Center(s) will be meeting Delaware Office of Child Care License Regulations by the start date cited on the forms. The subgrantee acknowledges that the amount awarded to the subgrantee will be prorated, based upon the date when the program can begin (following the approval of the Delaware Office of Child Care License) if it is a later date than the start date included in this continuation application. The only exemption for this assurance is in situations where 1) the public school is the lead agent of this subgrant AND 2) all 21<sup>st</sup> Century program sites are located in public schools in that school district or charter school. PLEASE NOTE: If a 21<sup>st</sup> Century program is located in a public school (or schools) where the community-based agency is the lead agent of this subgrant, then that public school (or schools) MUST BE LICENSED by the Delaware Office of Child Care License.



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**Section 9 – Assurances, Certifications, and Signatures**

29. Any remaining, unspent funds must be returned to the Department of Education within 75 days from the subgrant end date. If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee must briefly explain why as part of a budget amendment. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted. There are no extensions or carry-overs allowed.
30. The 21<sup>st</sup> CCLC subgrantee will actively recruit eligible students to maintain or exceed its projected enrollment. If the actual average daily enrollment of the subgrantee program is less than 25 students, the subgrant award may be terminated.
31. If subgrantee is not part of the Delaware First State Financial System (FSF), it is assured that Quarterly Financial Reports will be submitted to DDOE.
32. The subgrantee will submit a self-assessment in December and June of each year and will submit an annual evaluation report within 45 days of the subgrant end date.  
**Annual Evaluation Report** - Each 21<sup>st</sup> CCLC program must submit to the Delaware 21<sup>st</sup> CCLC State Coordinator the following items as its Annual Evaluation:
- the current **Annual Performance Report (APR) Summary** from the Federal database system reflecting data through the subgrant end date,
  - the final **Expenditure Report**
    - *Must show Total Budget line for every column, which should match the amounts in the original subgrant and Subgrant Award Notice (SAN).*
    - *Must show Total Expenditures for every column, which should match your program's financial records for all expenditures. Ideally, the grand total should equal the grand total of the Total Budget amount.*
    - *If actual expenditures within any reporting category exceed the higher of 15% or \$5,000 of the budgeted amount, the subgrantee should briefly explain why. A similar explanation is required if expenditures of \$5,000 or more are made within a reporting category for which no expenditures were budgeted.*
  - the **Evaluation Responses**
33. At least one person from each 21<sup>st</sup> CCLC subgrant site will attend all required DDOE-sponsored technical assistance and professional development meetings.
34. At least one person from each 21<sup>st</sup> CCLC subgrant site will attend a state, regional, or national conference on quality programming for school-age students in extended-day learning opportunities, such as the 21<sup>st</sup> Century Community Learning Centers Summer Institute.

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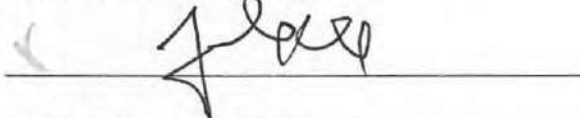
**Section 9 – Assurances, Certifications, and Signatures**

We, the undersigned, certify that the information contained in this Delaware 21<sup>st</sup> Century Community Learning Centers Subgrant Application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, regulations will be met; and, that the indicated lead agency designated in this application is authorized to administer this subgrant.

We further certify that the 34 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this application are correct to the best of our knowledge.

**Live Signature of:**

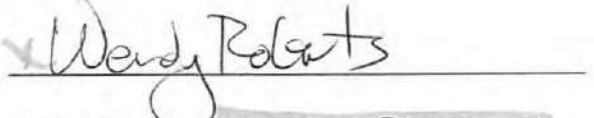
Superintendent or Chief Executive Officer of the  
Local Education Agency



Printed Name: John Ewald  
Local Education Agency: Laurel School District  
Date: 1-27-15

**Live Signature of:**

Chief Executive Officer of the Community Agency



Printed Name: WENDY ROBERTS  
Community Agency: Laurel Public Library  
Date: 1/30/15

Delaware 21<sup>st</sup> Century Community Learning Centers  
2015 Subgrant Application Cohort 13

**Attachments:**

**Memoranda of Understanding (MOU):**

Memoranda of Understanding (MOU), though not legally binding, should describe clearly the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimating monetary value. The MOU should also document the process for the collection and sharing of required school-related indicators including school attendance and academic achievement.

**Attach a MOU for each partner listed in "Section 3 – Partnerships and Collaborations."**

**Intent to Participate Letter**

Federal law mandates that non-public school administrators are consulted in a timely and meaningful manner during the design and development of the program.

**Attach an Intent to Participate form for each non-public school in the school(s) service area.**

**Budget Pages**

**20 points**

Prepare a budget that is justified in "Section 8: Fiscal Management, Budget, and Sustainability" that will adequately cover program expenses. The requested amount should be appropriate and reasonable for the size and scope of the program.

**Attach the Budget Pages.**

*The amount of subgrant award will be based on projected average daily attendance figures and the table below:*

Grant Request	Projected Average Daily Attendance
\$100,000	25 - 49 students
\$150,000	50 – 74 students
\$200,000	75 – 99 students
\$250,000	100 – 124 students
\$300,000	125+ students

*Any subsequent years of the subgrant award will be based on actual average daily attendance figures. This may alter or terminate the amount of the subgrant award. The funding table may change from year-to-year, based on available funds provided to the state.*

**Application Postmark Deadline: Monday, February 2, 2015, 4 PM**

**No Faxes or Hand Delivered Applications Will Be Accepted**

Address applications to:

**Teresita Cuevas**  
Delaware 21st CCLC Competition  
Center for Disabilities Studies  
University of Delaware  
461 Wyoming Rd  
Newark, DE 19716

**Contact information**

**John Hulse, 21<sup>st</sup> CCLC State Program Officer**

**Jennifer Roussell, 21<sup>st</sup> CCLC Secretary**

Delaware Department of Education

Telephone: (302) 857-3320

**Teresita Cuevas**

**21<sup>st</sup> CCLC Technical Assistance Coordinator**

University of Delaware

Telephone: (302) 831-2053

# Memorandum of Understanding

between

The Laurel School District / North Laurel Elementary

and

The Laurel Public Library

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Laurel School District / North Laurel Elementary and the Laurel Public Library who are providing services and/or financial support to the 21<sup>st</sup> CCLC Child and Family Enrichment (CAFÉ) Project at North Laurel Elementary.

Partner name: Laurel School District  
Partner representative: John D. Ewald  
Position: Superintendent of Schools  
Address: 1160 S. Central Avenue, Laurel DE 19956  
Telephone: (302) 875-6100  
Fax: (302) 875-6106  
E-mail: John.Ewald@laurel.k12.de.us

Partner name: North Laurel Elementary School  
Partner representative: David Hudson  
Position: Principal  
Address: 300 S. Wilson Street, Laurel DE 19956  
Telephone: (302) 875-6130  
Fax: (302) 875-6133  
E-mail: David.Hudson@laurel.k12.de.us

Partner name: Laurel Public Library  
Partner representative: Gail Bruce  
Position: Youth Services Librarian  
Address: 101 E. 4<sup>th</sup> Street, Laurel DE 19956  
Telephone: (302) 875-3184  
Fax: No Fax capabilities at this facility  
E-mail: Gail.Bruce@lib.de.us

## **Purpose**

The purpose of this MOU is to establish an agreement among the above mentioned parties concerning their respective roles and responsibilities for implementation of a 21st Century Community Learning Center (CCLC) subgrant.



This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program (including summer, before school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

### **21st Century Community Learning Centers Vision and Overview**

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21<sup>st</sup> CCLC investment:

### **Duties of Parties**

In this section, the responsibilities and agreements of each party is described separately.

For the Laurel School District (**lead agency or organization**), the responsibilities and agreements could include:

- Serve as the fiscal agent for the grant;*
- Provide needed support including office space, telephone use, and computer use for afterschool staff;*
- Provide classroom space and all other appropriate space to accommodate the afterschool program;*
- Provide custodial support, office support, and other appropriate support to ensure the program runs smoothly and that children are safe afterschool;*
- Be responsible for purchasing necessary materials/supplies for designated components in accordance with the 21st CCLC budget;*
- Support staff in trainings and professional development opportunities in areas related to afterschool programming and issues;*
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;*
- Complete paperwork related to any association with the program;*
- Provide access to assessment and other available data for the purposes of program evaluation;*
- Assist the program in developing, implementing, and making progress on its sustainability plan;*
- Recruit and refer students to the afterschool program;*
- Participate on the Advisory Team; and/or*
- Other:*

For North Laurel Elementary (**school partner**), the following may apply:

- Assume payroll responsibilities for afterschool positions, as budgeted;
- Provide classroom space and all other appropriate space to accommodate the afterschool program;
- Recruit and refer students to the afterschool program;
- Communicate and collaborate with all partners;
- Support the afterschool program in developing appropriate curricula, running an effective homework and/or tutoring program, and establishing clear linkages with the school day;
- Establish a collaborative relationship between school day staff and afterschool staff including having a significant number of school based staff committed to working in the program;
- Complete paperwork related to and associated with the program;
- Provide access to assessment and other available data for the purposes of program evaluation;
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- Assist the program in developing, implementing, and making progress on its sustainability plan;
- Participate on the Advisory Team; and/or
- Other:

For the Laurel Community Library (**community partner**), the following may apply:

- Provide appropriate space or programming to accommodate the afterschool program;
- Recruit and refer students to the afterschool program;
- Communicate and collaborate with all partners about rules, expectations, and norms;
- Communicate and collaborate with school partners about curriculum and instruction;
- Establish a collaborative relationship between organization staff and afterschool staff;
- Complete paperwork related to and associated with the program;
- Provide access to assessment and other available data for the purposes of program evaluation;
- Participate in the evaluation of the afterschool program at the local, state, and federal levels;
- Assist the program in developing, implementing, and making progress on its sustainability plan;
- Participate on the Advisory Team; and/or
- Other:

School Site Visits Gail Bruce, Youth Services Librarian at the Laurel Public Library, will visit the school once during the school year to provide a fun 20-minute library presentation to each grade. Each presentation will include up-to-date information about free after school and summer programs at the library, how to obtain a Delaware Library Card and age appropriate materials available from the library.

Summer School Site Visits Ms. Bruce will visit the summer program/summer feeding site to present book talks or a story time for each grade level. She will distribute information about the library's Summer Reading Program, and enroll students who wish to participate.

Hosted Field Trips to the Library Ms. Bruce will host 2 field trips to the Laurel Public Library. The CAFÉ Project will provide transportation to the library and partner in planning and implementing the programs. The Laurel Public Library will use the Mary Wootten Carpenter Community Room for most programs. All equipment for these programs will be provided by the Laurel Public Library including, but not limited to: 3D printer, computer hardware, software, and STEM technologies.

Hosted field trips will include access to some or all of the following programs:

**#LEGOJuniorMakers**

Students explore STEM concepts, experimenting and sharing ideas as they experiment with the library's collection of Lego building equipment.

**Story Time**

Groups of up to 30 children, accompanied by teachers and parents, visit the library's Story Book Room for an introduction to library use and an interactive picture book presentation.

**Crazy 8s Math Club**

After-school Math club where 3rd to 5th graders build stuff, make things, make music, make a mess.

Past programs which might be offered again in the future:

**Teen Leadership Program**

This after-school leadership development program helps young leaders learn and develop leadership potential, enhance self-esteem and hone communication skills.

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**Meetings**

All major administrative decisions concerning policy and personnel of the afterschool program shall be brought to the Advisory Team. The Advisory Team consists of a representative from each partner including the Laurel School District, North Laurel Elementary School, Laurel Public Library, and the Program Director. In addition, up to two parents and two teachers from the school will be invited. Decisions will be reached by group consensus whenever possible and appropriate. The Advisory Team will meet at least four times per year, or as needed, about key decisions and issues related to successful program implementation. The Program Director will oversee and make all day-to-day decisions, in consultation with the program staff, when appropriate, for the operations of the program. If partners cannot come to a mutual agreement, the LEA School Partner will have final decision-making authority.

**Funding**

Clearly describe any grant funds, the amount and category (salaries, contracted services, materials and supplies, etc.) that will be provided to the non-lead agency(s): 0.

In addition, partners will provide (funds and other commitments) facilities needed to operate the CAFÉ project during the school year and summer, estimated at \$16,000).

Please refer to "community partner  Other:" listed on page 3 for other commitments.

**Duration**

The agreement is for a period of one year and may be renewed annually up to five years.

**Procedures for Modification and Termination**

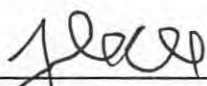
- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.


**Severance Clause**

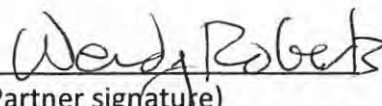
If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

  
\_\_\_\_\_  
(Partner signature)  
John Ewald  
Superintendent of Schools  
Laurel School District  
Date: 1/27/15

  
\_\_\_\_\_  
(Partner signature)  
David Hudson  
Principal  
North Laurel Elementary  
Date: 1/27/15

  
\_\_\_\_\_  
(Partner signature)  
Gail Bruce  
Youth Services Librarian  
Laurel Public Library  
Date: 1/29/15

WENDY ROBERTS  
LIBRARY DIRECTOR



**INTENT TO PARTICIPATE FORM**  
in 21<sup>st</sup> CCCLC during School Year 2015 – 2016

Nonprofit – Private School: Epworth Christian School, 14511 Sycamore Road, Laurel DE 19956

Due Date: 1/27/2015

Return to: Laurel School District

As a private school located within the attendance areas of the Laurel School District, your school is invited to participate in the following Federal Education Program. Private school students and teachers may receive benefits, services and materials from this federal education program. If your school is interested in participating in these programs, the school district will contact you to begin meaningful, substantial consultations, including discussions on practical aspects of operating federal programs.

Please place a check next to the program in which you would like your eligible students and their teachers to participate. It is important to note that some of the Federal Education Programs listed below are discretionary programs and the school district may not necessarily participate in them.

Title IV, Part B – 21st Century Community Learning Centers

The 21st Century Community Learning Centers (21st CCLC) program provides before-and after-school services to children and their families that include academic enrichment activities, particularly for students who attend low-performing schools, to help them meet State and local student performance standards in core academic subjects.

The State Education Agency (SEA) has the basic responsibility for the administration of funds made available under Federal Education Programs. In so doing, it must provide allocations of Federal Education Programs funds to Local Education Agencies (LEAs) and some nonprofit, private schools desiring to participate in the programs in accordance with the state formula.

To complete the funding formula, it is necessary for you to provide or confirm the following data:

- **Please Note:** Allocations are based on the enrollment figure reported to DOE for the Sept. 30<sup>th</sup> count and this enrollment figure cannot be changed here.

Allocations are based on the September 30, 2014 total enrollment as reported to the Delaware Department of Education.

Number of students:           

Please note the following:


- 1) The 21<sup>st</sup> CCLC program lead agency will always maintain control of the funds and will not provide direct funding from these federal education programs to the private school.
- 2) If the private school does not sign and return this Intent to Participate Form by 1/27/15 its students, teachers, and other educational personnel will not be qualified to participate in services for the 2015 – 2016 school year.

Yes, we will consult with the Laurel School District and the 21<sup>st</sup> CCLC program lead agency regarding our participation in the 21<sup>st</sup> CCLC Program. I certify that the above data is accurate and verifiable by available records and that the named school is a nonprofit, private school.

No, I am not interested in consulting with the Laurel School District and the 21<sup>st</sup> CCLC program lead agency regarding participating in the 21<sup>st</sup> CCLC Program.

Private School Name: Epworth Christian School

Head of School Name: Jim Bergel

Head of School Signature: 

Date: 1/26/15

LEA/AGENCY: Laurel School District

		Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
<b>TOTAL DIRECT COST</b> (Sum of Expense Types Totals from pages 1,2 and 3)		<b>\$300,000</b>	\$300,000		
<b>INDIRECT COST</b> (List Used Rate in Cell E17)  (Indirect Cost Rate x Federal Fund Portion of Direct Cost This rate is valid through June 30, first year)					
<b>EXPENSE TYPE; CAPITAL OUTLAY</b> <b>ACCOUNT CODE: 5700</b>		<b>TOTAL FUNDING SUPPORTING THE ENTIRE PROJECT</b>			
Fed Acct. No.	List item(s) description, quantity and unit price.	Total Federal and State Funds Requested	Federal Funds Requested	State Funds Requested	Matching Funds (Identify)
700	TO REPLACE EXISTING EQUIPMENT	\$	\$	\$	\$
	Subtotal	\$	\$	\$	\$
1200	NEW CAPITAL EQUIPMENT				
	Subtotal				
<b>TOTAL CAPITAL OUTLAY</b>					
<b>GRAND TOTAL</b>		300,000	300,000		



**STATE OF DELAWARE  
DEPARTMENT OF EDUCATION**

*BUDGET SUMMARY OF FEDERAL FUNDS*

LEA/Agency Name: **Laurel School District**  
 Federal Grant Title: **21st Century Community Learning Centers** Project Title: **CAFÉ Project at North Laurel Elementary**

	<i>Account Code</i>	<i>5100</i>	<i>5120</i>	<i>5400</i>	<i>5500</i>	<i>5500</i>	<i>5560</i>	<i>5600</i>	<i>5700</i>	<i>Total</i>	<i>Percentage</i>
	<i>Account Code Name</i>	<i>Salaries</i>	<i>OEC's</i>	<i>Travel</i>	<i>Contracted Services</i>	<i>Audit Fees</i>	<i>Indirect</i>	<i>Supplies &amp; Materials</i>	<i>Capital Outlay</i>	<i>Budget</i>	<i>of Budget</i>
<b>ACTIVITY</b>											
21st Century Community	Learning Centers	138,008	41,512	1,400	43,488	0	0	75,592	0	300,000	100.00%
	<b>Total Budget</b>	<b>138,008</b>	<b>41,512</b>	<b>1,400</b>	<b>43,488</b>	<b>0</b>	<b>0</b>	<b>75,592</b>	<b>0</b>	<b>300,000</b>	<b>100.00%</b>

Completed By: Monet Smith

Date: 1/31/15

Chief Financial Officer or Business Manager: Monet Smith

Date: January 31, 2015