**MICHIGAN DEPARTMENT OF EDUCATION**

**OFFICE OF GREAT START**

**PRESCHOOL AND OUT-OF-SCHOOL TIME LEARNING**

**FEBRUARY 28, 2023**

**REQUEST FOR PROPOSAL**

**2023-2024 NITA M. LOWEY 21st CENTURY COMMUNITY LEARNING CENTERS GRANTS**

INTRODUCTION

The Michigan Department of Education (MDE) Office of Great Start/Preschool and Out-Of-School Time Learning (OGS/P&OSTL) is pleased to announce the 2023-2024 Nita M. Lowey 21st Century Community Learning Centers (21$^{st}$ CCLC) Grants. The grants are supported through the federal Every Student Succeeds Act (ESSA) of 2015. Based on the current federal budget it is anticipated that Michigan's total Federal Fiscal Year (FFY) 2023 allocation will be approximately $37 million. If no changes occur to the federal allocation for Michigan, it is estimated that approximately $7 million for new grants will be available for the 2022-2023 21$^{st}$ CCLC cohort. The remaining $30 million will be allocated to 21$^{st}$ CCLC continuation grants and administration of these grants.

GRANT PURPOSE

As indicated in ESSA of 2015, the purposes of the 21st CCLC Grants are to:
- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards; and
- offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence

prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and

- offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.

STATE BOARD OF EDUCATION GUIDING PRINCIPLES AND STRATEGIC GOALS

This grant supports the guiding principles and strategic goals of the SBE and MDE by supporting extended learning opportunities and activities that are coordinated with other learning programs as part of the P-20 system. In addition, the grant supports and aligns with Michigan's Top 10 Strategic Education Plan (SEP) Mission and Vision, by ensuring the program is implemented with integrity through alignment with the Michigan State Board of Education adopted Michigan Out-of-School Time (MOST) Standards of Quality. All Michigan 21st CCLC programs are required to adhere to these standards.

GRANT RANGE AND FUNDING LIMIT

Federal criteria prohibit any grant award of less than $50,000 per year. MDE will award a maximum of $150,000 per site to programs offering services with a minimum of four days per week, two and a half hours per day for 38 weeks total, including six weeks during the summer.

Funding limits will be based on average daily attendance from July 1$^{st}$ – June 30$^{th}$ each year. Use the amounts below as a guide when building your application:

- $95,000 per site serving an average of at least 20 students daily.
- $150,000 per site serving an average of at least 30 students daily.

**Up to Two** applications may be eligible for funding per applicant. Each application may apply to serve a maximum of five sites. The State Superintendent reserves the right to apply *Additional Review Factors* when making funding decisions.

TARGET POPULATION TO BE SERVED

Federal criteria require that states make awards only to applicants that will primarily serve students and their families who attend schools that:

- are implementing comprehensive support and improvement activities OR targeted support and improvement activities; and
- enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.

ELIGIBLE APPLICANTS

Federal guidelines state that eligible applicants may be Local Education Agencies (LEAs), Community-Based Organizations, Faith-Based Organizations and other public or private entities, or a consortium of these entities. The statute encourages eligible organizations to collaborate when applying for funds. Any 21st CCLC grantee that has funding continuing may **not apply** for duplicate funding for the same project and schools/sites. Grantees whose previous funding has expired may apply to serve the same schools/sites. **Up to two** applications will be eligible for funding per applicant. Each application may apply to serve a maximum of five sites. The State Superintendent reserves the right to apply *Additional Review Factors* when making funding decisions.

APPLICATION PRIORITY

The Michigan State Board of Education and MDE have determined application priority based on the approved state plan for the ESSA, Title IV, Part B which is driven by Michigan's Top 10 SEP. Priority points are awarded to applications that meet this priority criteria.

Michigan will give higher priority to applicants who submit joint applications of partnerships involving Local Education Agencies (LEAs) and community-based or faith-based organizations, and propose to serve schools:

- that enroll a high concentration of low-income students;
- have a high percentage of students with chronic absences (i.e., greater than 10 absences during the scheduled school year;
- with less than 40.9% of the students tested, proficient in Math in 2021-22;
- with less than 48.6% of the students tested, proficient in English Language Arts (ELA) in 2021-2022; and
- that are located in very low Child Opportunity Index zip codes.

The 2023-2024 MDE Application Priority Data File (https://www.michigan.gov/mde/-/media/Project/Websites/mde/21stcclc/Cohort-N/UPDATED---Cohort-N-Data-File-and-Lookup-Tool.xlsx?rev=89f57bf50ce9410eaef3bd39b552e42c&hash=5E093B1330AE11B4C8B3E3A58F0BC2E5) will be used to assess priority points for the application. Applicants must complete the MDE Application Priority Data section with information about each school to be served.

Note – In the following Special Circumstances* for proficiency scores ONLY:

- Private schools,
- Schools not including grades in which the Michigan-Student Test of Educational Progress (M-STEP), PSAT or SAT are administered (ex; K-2 only buildings), or

- Schools where the class size is too small to be  included (i.e.; less than 10 students were tested).

In the case of the above Special Circumstances an applicant may designate an alternate school as follows:

1. In the case of a 9th to 12th grade building, indicate the school where students attended prior to enrolling in the school to be served. If there is not a single school, indicate the school with the lowest percentage of students proficient that a **majority** of students attended **prior** to enrolling in the school to be served.

2. In the case of a Kindergarten-through-2nd grade-only building, indicate the school where students will attend 3rd grade. If there is not a single school, indicate the school with the lowest percentage of students proficient that a **majority** of students will attend for 3rd grade.

3. In the case of a private school, indicate a public school within 5 miles with a similar demographic (such as population, race/ethnicity, free or reduced priced meals, etc.) to the school to be served.

Alternate schools must be designated by correct District and Building codes for consideration of Priority Points.

APPLICATION PRIORITY RUBRIC
(30 points)

| Priority Description | Points Possible |
|---|---|
| Application is a joint application between an LEA and community-based organization.<br><br>Applicant and co-applicant must be appropriately designated on cover sheet. | Yes = 5 points<br>No = 0 points |
| High percentage of very low-income families in the schools to be served.<br><br>Points are determined by the average percentage of Free and Reduced-priced meals in all the schools to be served according to the Fall 2022 Building-Level Data: K-12 Michigan School Data report. | 90% to 100% = 5 points<br>80% to 89% = 4 points<br>70% to 79% = 3 points<br>60% to 69% = 2 points<br>40% to 59% = 1 point<br>Below 40% = 0 points |
| High percentage of students with chronic absences i.e., greater than 10 absences during the scheduled school year.<br><br>Points are determined by the average percentage of students with chronic absences in all the schools to be served as reported by CEPI's Michigan School Data website for 2021-22. | 90% to 100% = 5 points<br>80% to 89% = 4 points<br>70% to 79% = 3 points<br>60% to 69% = 2 points<br>50% to 59% = 1 point<br>Below 50% = 0 points |
| Schools that did not meet proficiency targets for Math 2021-2022*.<br><br>Points are determined by the percentage of schools to be served with less than 40.9% of the students tested, proficient in Math as reported by CEPI's Michigan School Data website for 2020-21. | 90% to 100% of schools = 5 points<br>80% to 89% of schools = 4 points<br>60% to 79% of schools = 3 points<br>40% to 59% of schools = 2 points<br>20% to 39% of schools = 1 point<br>No schools = 0 points |

| | |
|---|---|
| Schools that did not meet proficiency targets for ELA in 2021-2022*.<br><br>Points are determined by the percentage of schools to be served with less than 48.6% of the students tested, proficient in ELA as reported by CEPI's Michigan School Data website for 2020-21. | 90% to 100% of schools = 5 points<br>80% to 89% of schools = 4 points<br>60% to 79% of schools = 3 points<br>40% to 59% of schools = 2 points<br>20% to 39% of schools = 1 point<br>No schools = 0 points |
| Points are determined by the average of opportunity index scores based on the zip code where the school buildings to be served are located.<br><br>Data from Child Opportunity Index 2.0 https://cep.msu.edu/projects/21st-century-community-learning-centers/maps/child-opportunity-index-by-zip-code (https://cep.msu.edu/projects/21st-century-community-learning-centers/maps/child-opportunity-index-by-zip-code) | Very low = 5 points<br>Low = 4 points<br>Moderate = 3 points<br>High = 2 points<br>Very high = 1 point |

## LENGTH OF AWARD AND CONTINUATION OF FUNDING

MDE has determined the appropriate length of this grant award to be a five-year period. Applicants are required to submit a budget for the first year (2023 – 2024). Programs may begin as early as July 1, 2023 but must begin operation no later than October 1, 2023. Programs that do not begin school year programming by October 1$^{st}$ of each year and do not meet the minimum of 32 weeks of school year programming will have their funding amount reduced. Continuation of funding will be available contingent on successful implementation, based on meeting all requirements of this application, for four additional years if federal funds are available. Successful projects will be required to submit annual documentation of compliance, continuation applications and budgets for subsequent years. Each grant proposal must include a Sustainability Plan to ensure continuation of the project after the period of federal funding.

## REJECTION OF APPLICATIONS

MDE reserves the right to reject any and all applications received as a result of this announcement and will do so if the application does not adhere to the eligibility requirements or application preparation instructions.

## APPLICATION SUBMISSION INSTRUCTIONS

**Completed applications must be submitted in the MDE Grant Electronic Monitoring System (GEMS) on or before 12:00 p.m. March 28, 2023. Failure to and complete submission will result in a NULL (voided) application.** Only those applicants meeting all conditions outlined will be eligible for consideration.

Questions regarding electronic application submission should be directed to the 21$^{st}$ CCLC Team at 21stcclc@michigan.gov (mailto:21stcclc@michigan.gov). Technical assistance regarding application submission will be addressed through 12:00 p.m., March 28, 2023. No additional assistance will be provided after the 12:00 p.m. deadline.

## ACKNOWLEDGMENT

All publications including reports, films, brochures, and any project materials developed with funding from this program, must display the Michigan 21st CCLC logo and contain the following statement: "These materials were developed under a grant awarded by the Michigan Department of Education."

## NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of MDE, and with appropriate state and local licensing laws and regulations governing child care services for children of the appropriate age group served.

AMERICANS WITH DISABILITIES ACT
MDE is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact MDE for assistance.

PAYMENT SCHEDULE
All grantees are required to request funds, as needed, to **reimburse for expenditures incurred by the program.** Payment to the grantee is made through the NexSys-Next Generation Grant, Application and Cash Management System. Successful applicants that do not appropriately expend their funds by June 30th each year will be issued a compliance plan and funding may be reduced.

FINANCIAL REPORTING
A Final Expenditures Report (FER) will be required within 60 days of the grant ending date each year, showing all bills paid in full for all projects funded under this grant program. It is expected that programs have standard account audits completed prior to the submission of the FER. All financial reports are filed electronically with MDE. Applicants that receive $750,000 in total federal funds are subject to the Universal Grant Guidance (UGG) Single Audit requirements http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html (http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html).

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES
Successful grantees are required to participate in performance reporting and monitoring as defined annually by MDE. Currently, the following six categories have been established and are required.

1) Program On-Site Monitoring.  MDE has developed a monitoring system and protocol for the 21st CCLC grants based on the approved MOST Standards of Quality (https://www.michigan.gov/documents/mde/MOST_SBE_APPROVED_031213_422342_7.pdf). An annual risk assessment will determine how often a grantee will be reviewed during the grant cycle. The GEMS will be used to facilitate reviews. Each successful applicant is required to cooperate with MDE consultants during the grant review process throughout the multi-year period of the grant award.

**2)** Fiscal Monitoring.  Fiscal Monitoring will be conducted for all 21st CCLC grantees and will cover the following areas: Staff (highly qualified, background checks, time and effort, salaries, and payroll), Policies and Procedures (including internal controls), Cash Management, Payroll Expenditures, Budget, General Expenditures, Purchased Services, and Equipment. An annual risk assessment will determine how often a grantee will be reviewed during the grant cycle. GEMS will be used to facilitate reviews. Each successful applicant is required to cooperate with MDE consultants during the grant review process throughout the multi-year period of the grant award.

**3)** NexSys-Next Generation Grant, Application and Cash Management System. All successful applicants will be required to enter basic program data using this on-line system.

**4)** Statewide Evaluation.  Each successful applicant must agree to participate in the statewide evaluation and to submit data as required by the statewide evaluator. MDE has contracted with Michigan State University as the statewide evaluator to:
   1. collect and report data required by the United States Department of Education;
   2. prepare data tables for grantees, sites, and provide statewide reporting; and
   3. provide each grantee with its own submitted data in a standardized agreed-upon format for its own use.

Participant families must be notified of the data collection requirement at enrollment. Each grantee will be required to budget a specified amount, per grantee, per site for EZReports software license and high-speed internet access must be available; further information regarding EZReports will be given to grantees if awarded. It is recommended that each site allocate four to five hours per week of personnel time for data entry.

**5)** Quality Assessment Training.  MDE has contracted with the Forum for Youth Investment/Center for Youth Program Quality (CYPQ) to provide Youth Program Quality Intervention (YPQI) training to grantees. Each site is required to participate in YPQI training and submit at least one YPQI Self-Assessment annually to the Forum for Youth Investment CYPQ. Sites may be required to participate in a program improvement process which includes external YPQA evaluation and quality coaching.

**6)** Local Evaluation.  Each grantee is required to hire a local evaluator. The project director or site coordinator may not serve as the local evaluator. A local evaluator must be hired within the first quarter of implementation. At a minimum, the local evaluator must:
   1. Coordinate the collection and monitor the quality and completeness of  required federal and state data.  The instruments and collection systems that  have been identified

include:

    a. program data, such as enrollment, school day teacher names, student UIC, demographic, attendance, and activity information, to be entered into the EZReports web-based tracking system on an on-going basis;

    b. surveys from students, teachers, and staff at the end of each school year; and;

    c. school records data, including student UIC and grades, school attendance, and disciplinary actions at the end of each school year.

2. Assist the program with initial implementation.
3. Collect any additional data requested by the grantee.
4. Guide the YPQI process.
5. Use local data and the YPQA to guide a performance improvement process and a sustainability plan.
6. Review with program staff 21st CCLC On-site Monitoring results in GEMS.
7. Attend required MDE events, including MDE program on-site monitoring visits.

## REVIEW PROCESS

All applications are evaluated using a peer review system. Award selections are based on merit and quality, as determined by points awarded as detailed in the Review Criteria section and all relevant information. The online Request for Proposal will be evaluated in the review process. All funding is subject to approval by the State Superintendent. All applicants are notified of the Superintendent's action.

Successful applicants are required to attend a 21st CCLC New Grantee/New Project Director Orientation meeting. A modified version of the application must be submitted in NexSys by July 1, 2023 for approval. A webinar will be conducted in June 2023 to support these requirements.

## ADDITIONAL REVIEW FACTORS

In addition to the review criteria the State Superintendent may apply other factors in making funding decisions, such as: (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has demonstrated successful implementation, organizational capacity, and systemic fiscal controls on previous projects; and (5) prioritization based on the State Board of Education Guiding Principles and Strategic Goals.

## APPLICATION REVIEW AND APPROVAL

All completed applications are reviewed and rated by a peer review panel. Applications are then verified by staff of the MDE, OGS/P&OSTL, 21st CCLC Program to determine priority criteria. Only those proposals meeting all the identified criteria, and not exceeding the total amount of state allocated funds will be recommended for funding. All applicants will be notified **in writing** of the action taken by the State Superintendent.

GRANT REVIEWERS

MDE will designate a panel of peer reviewers who are knowledgeable in out-of-school time strategies and how to improve student achievement. To ensure reliable scoring, the panel will be trained prior to reviewing any proposals. Persons involved in the development of a proposal or associated with an applicant or co-applicant submitting a proposal are ineligible to serve on this peer review panel.

GRIEVANCE/APPEAL PROCESS

The MDE grievance/appeal process is available upon request to the MDE, OGS/P&OSTL by contacting 21stcclc@michigan.gov. An appeal of a MDE decision to not award a subgrant to an applicant under the 21st CCLC program may be filed with the United States Secretary of Education under  section 432 of the General Education Provisions Act (GEPA), 20 U.S.C. 1231b-2. However, under section 432(b) of GEPA, an appeal may be taken "only if such appeal is filed with the Secretary within twenty days after the applicant or recipient has been  notified by the State educational agency" of its final decision.  Any appeal filed with  United States Secretary of Education must be copied to the MDE, OGS/P&OSTL.

REVIEW CRITERIA

All applications are evaluated based on the criteria described, herein. Applications will only be scored on the information submitted in the required format. The total possible score for the application is one hundred-five (105) plus an additional thirty (30) possible priority points for a total of one hundred thirty-one (131) points maximum score. Applicants with an application score below 50 will not be recommended for funding. The value assigned for each section is indicated below the title of each section. Proposals that are not completed and submitted in GEMS will be rejected and not reviewed.

WHERE TO OBTAIN HELP

The instructions contained in these materials are issued by MDE, the sole point of contact in the state for this program. Technical questions regarding electronic application submission or general programming questions can be emailed to 21stcclc@michigan.gov (mailto:21stcclc@michigan.gov). Questions regarding application submission will be addressed until 12:00 p.m. on March 28, 2023. No additional assistance will be provided after the 12:00 p.m. deadline.

Yes

## Project Abstract

The Project Abstract must briefly explain the need for the project in the community of the targeted population (Statement of Needs), describe the activities of the project to meet the needs expressed (Description of Project), provide a synopsis of the expected outcomes of the project (Project Outcomes/Evaluation Plan), and highlight key people involved with the project (Qualifications of Key Personnel). These explanations must be confined to the space limits for each section. Do not refer to additional sections. An opportunity to fully describe these items is provided in later sections of the application.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |
| 1 | does **not** include the project abstract. | is **missing** sections of the required elements of the project abstract or sections are labeled "**see attached.**" | contains **all** elements required of the project abstract (Statement of Need, Description of Project, Project Outcomes/ Evaluation Plan, and Qualifications of Key Personnel). | contains **all** elements required of the project abstract (Statement of Need, Description of Project, Project Outcomes/ Evaluation Plan, and Qualifications of Key Personnel); clearly **AND** succinctly gives enough information on one page so that it can stand alone for public presentation. |

**STATEMENT OF NEEDS: Include target population(s).**

The C2 Pipeline program will offer programming at Lincoln-King Adams Young, Jalen Rose Leadrship Academy and Oak Park High School. These schools have low-income students with free/reduced lunch from 75% to 100% school wide & are characterized as low performing with chronic absenteeism rates higher than the state average (Tyler Arnold, March 2, 2019, 7 in 10 Detroit Students chronically absent). Targets for math or ELA were not met. We will serve 90 students (Grades 9-12) & their families. These areas have a high number of families receiving SNAP benefits; have 43% of families at 150% of the poverty level; & their core proficiencies, SAT/College Readiness scores are below State Averages.

**DESCRIPTION OF THE PROJECT: Also serves as summary.**

C2 Pipeline inspires & empowers students, through exploration of career pathways utilizing design thinking that gives them technical skills & knowledge needed to engage in real-life reasoning, problem solving, planning & collaboration. The program aligns to MDE's "Michigan's Top 10 Strategic Education Plan", by meeting 4 of the 8 goals & aligning to 3 of its guiding principles. The 38-week program includes a 32-week school year component offering dinner, tutoring, leadership development & enrichments (2.5 hrs. Mon-Thurs). During the summer 6 weeks are held at each site, with 3 weeks also being offered on Wayne State campus.

**PROJECT OUTCOMES/EVALUATION PLAN: Summarize anticipated outcomes.**

The goals of C2 Pipeline are to increase academic achievement & student learning; expose students to available health care & STEM careers; offer family services & provide a safe & nurturing environment. Outcomes are quantitatively measured through retention & attendance rates, academic achievement & positive behavioral changes. Academic outcomes are measured by student GPA's, attendance & SAT scores recorded using the EZReports Database & compiled by MSU. Behavioral outcomes & homework completion rates are measured by responses on teacher surveys & responses in focus groups conducted by the Center for Urban Studies. Non-academic outcomes will be measured by the David P. Weikart Center for Youth Program Quality YPQA tool, responses in student focus groups, pre & post activity surveys & responses recorded in student surveys. All outcome data sources are used to determine Program Improvement Plans.

**QUALIFICATIONS OF KEY PERSONNEL: Complete Program Personnel Section and summarize on this page.**

Personnel meet licensing & MOST Standards, have experience working with at risk youth & work toward the MiYDA certificate. Staff complete a WSU background check, ICHAT/Live Scan Fingerprinting & DHHS Central Registry & Sex Offender list Clearance. Staff annually complete PD plans that ensure a high-quality staff & program. Those at sites reflect the language & cultures of those served.

## Assessment of Need

The proposal must describe in detail the need for the 21st CCLC program. The *Assessment of Need* is used to describe the needs of the students for enrichment and academic programming for those at-risk of educational failure in low-income communities. This includes an assessment of current services available before and after school, during weekends and summers, for students in the community. A description of the student selection process proposed must be included.

| | Not Recommended for Funding<br><br>(0 points per box) | Recommended for Funding with Revisions<br><br>(1 point per box) | Recommended for Funding<br><br>(2 points per box) | Highly Recommended for Funding<br><br>(3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |
| 1 | does **not** indicate income/poverty and achievement levels of the students in the community to be served. | includes **limited** information on need and achievement levels of the students in the community to be served. | includes **sufficient** information on the income/poverty and achievement levels of students in the community to be served. | includes **sufficient** information on the income/poverty and achievement levels of students in the community to be served, **AND** cites the data sources. |
| 2 | does **not** describe the process for determining the need for the 21st CCLC program in the community. | **provides a description** of the process for determining the need for the 21st CCLC program in the community. | **provides a description** of the process for determining the need for the 21st CCLC program in the community **AND** includes an assessment of current services available before and after school, during weekends and summers for students. | **provides a description** of the process for determining the need for the 21st CCLC program in the community **AND** includes an assessment of current services available before and after school, during weekends and summers for students **AND** cites the data sources. |

| 3 | does **not** describe the process by which students will be selected for the 21st CCLC program. | **provides a description** of the process by which students will be selected for the 21st CCLC program. | **provides a description** of the process by which students will be selected **AND** includes school personnel in the referral of students for the 21st CCLC program. | **provides a description** of the process by which students will be selected **AND** includes school personnel in the referral of students for the 21st CCLC program **AND** cites data sources. |
| --- | --- | --- | --- | --- |

## Assessment of Need

POVERTY & ACHIEVEMENT LEVELS: C2 Pipeline proposes to serve students in 3 schools within 3 different districts in the Detroit Tri-County Area. The schools in this application have free/reduced lunch percentages that range from 75% to 100% (MDE, "Free & Reduced Price Lunch Counts" 2021). The communities where these schools are located have a percentage of 43% of the families at 150% of the poverty level as compared to 22% statewide. The average median household income statewide is $59,234 compared to an average of $42,925 in our communities with the lowest being $20,050 in Detroit. The percentage of those who received SNAP/public assistance in the past year in Michigan was 25% as compared to 46% in the school communities we propose to serve (US Census Bureau, American Community Survey, 2020). A breakdown of each of the individual school's data from the MI Schools data website as compared to the state, shows disparity exist especially when looking at progress on state tests, college readiness as measured by proficiency on the SAT & graduation rates. These schools have a percentage of students progressing on state tests from 7% to 44%, with the state average at 41%. The SAT College Readiness of the schools range from <5% to23%; compared statewide at 36%. All 5 schools are below the average proficiency of 40.9% in math (<1 to 25.6) & are below the 48.6% average proficiency in ELA (<5 to 36.2). Graduation rates for these schools range from 61% to 95%% (MDE. Michigan School Data. District School Profiles 2020/21). COMMUNITY NEEDS ASSESSMENT: As is typical of most high schools in the state, these high schools offer some independent programs for students after school. Examples include athletics, robotics, DECA, HOSA, NHS, & Student Council. Summer programming at many high schools focuses on credit recovery. Our program offers a unique year-round holistic experience focused on STEM & college/career readiness that engages youth & provides family support. "Engagement of young people intellectually, academically, socially, & emotionally has been identified as one of the key criteria of programs that produce positive youth outcomes. Afterschool programs can increase engagement with STEM by coupling STEM concepts with interesting activities that foster youth voice & choice, build relationships with adults & peers, apply STEM to real-world social contexts, & support learning, thinking, interest, & identity development. This is important as studies have recently found that employers hiring for STEM jobs consider social-emotional learning (SEL) skills such as teamwork, collaboration, self-regulation, critical thinking, & problem-solving among the most important for making hiring decisions" (Allen et al., From quality to outcomes: A national study of afterschool stem programming - international journal of STEM education 2019) PROCESS FOR STUDENT REFERRAL & SELECTION: Many of the students in these schools are either economically or socially disadvantaged & considered at-risk. Because of the high need, registration is open to all students. To accommodate students who may not be able to commit to a yearlong program, four days a week; C2 Pipeline offers flexible enrollment. A career interest survey is given to all students & these results, as well as consultations with administrators, counselors & teachers, assist with referrals. C2 Pipeline staff participate in parent teacher conferences, so parents can request services for their children. Site Coordinators routinely meet with teachers to discuss needs & develop individual student plans.

Our data shows that students attend our program primarily because they want to (74%), the other 26% attend because of parent & school referrals. Prior to COVID, 11% were referred by school personnel which was extremely high compared to the state at 5% (MSU Community Evaluation & Research Center. "Michigan 21st Century Community Learning Centers Annual Data Tables Grantee Report" Wayne State University).

## Quality of Project Model

The proposal must describe the project model in detail. This section must include a complete plan that allows readers to understand how the project will operate and how it is designed to address the needs expressed.

The following must be addressed:

1. *The connection between the 21st CCLC program and the curriculum and goals of the school as it relates to the* State Board of Education's Guiding Principles and Strategic Goals.

2. A description of the academic enrichment activities with personalized instruction to be provided to low-achieving students.

3. The extent to which the design of the proposed project is appropriate to and will successfully address the needs of the target population including plans to provide service to very high-need populations, homeless students, students with limited English-speaking ability, and students with disabilities.

4. A description of the formal structures and processes for school day teacher input into the 21st CCLC program to provide individualized assistance for students in academic areas, including such activities that enable students to be eligible for credit recovery or attainment.

5. A description of a diverse array of evidence-based programs and activities that are designed to support and complement the needs of participating students, such as:

   - literacy (including financial literacy),

   - cultural awareness,

   - career readiness skill building,

   - youth development,

   - drug and violence prevention,

   - nutrition and health,

   - character education, and

   - counseling.

6. How evidenced-based practices intended to increase school-day attendance and engagement of students will be used to decrease chronic absenteeism.

7. How evidence-based Science, Technology, Engineering and Mathematics (STEM) activities will be integrated into the overall program, including a plan to impact student STEM identity and exposure to STEM careers.

8. How students will be involved in planning, implementation, program evaluation, and decision-making in the program.

9. How families will be involved in planning, implementation, program evaluation, and decision-making in the program.

10. Opportunities for literacy and related educational development for students' families.

11. A plan to provide free snacks and/or meals that meet United States Department of Agriculture (USDA) nutrition standards.

| | Not Recommended for Funding<br><br>(0 points per box) | Recommended for Funding with Revisions<br><br>(1 point per box) | Recommended for Funding<br><br>(2 points per box) | Highly Recommended for Funding<br><br>(3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |

| 1 | does **not** describe a connection with the programs of the school(s) whose students will be served. | **describes** the connection between the 21st CCLC program and the curriculum and goals of the school(s). | **describes** the connection between the 21st CCLC program and the curriculum and goals of the school(s) **AND** provides a detailed plan for formal communication between the 21st CCLC project and the school(s). | **describes** the connection between the 21st CCLC program and the curriculum and goals of the school(s) **AND** provides a detailed plan for formal communication between the 21st CCLC project and the school(s) **AND** is clear that the 21st CCLC program is consistent with the school program and State Board of Education's Guiding Principles and Strategic Goals. |
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| 2 | does **not** describe academic enrichment activities for low-achieving students. | **describes** opportunities for academic enrichment activities. | describes opportunities for academic enrichment activities to be provided for low-achieving students. | **describes** opportunities for academic enrichment activities **to be provided for low-achieving students**, **AND** includes personalized instruction strategies**.** |

| 3 | does **not** describe a design of the proposed project to meet student needs. | **describes a** design of the proposed project to meet the basic needs of students, but does not address the target population. | **describes a** design of the proposed project that is appropriate to, and will successfully address, **the needs of the target population**. | **describes a** design of the proposed project that is appropriate to, and will successfully address, **the needs of the target population**, **AND** includes plans to include very high- need populations, homeless students, students with limited English- speaking ability, and students with disabilities. |
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| 4 | does **not** include plans to connect with school day teachers. | **describes** opportunities for school day teacher input. | **describes** opportunities for school day teacher input **AND** plans to connect with students' school day teachers to provide individualized assistance in academic areas, but connections are only informal in nature. | **describes** opportunities for school day teacher input **AND** plans to connect with students' school day teachers to provide individualized assistance in academic areas, **through formal structures and processes.** |

| 5 | does **not** describe a diverse array of programs and activities. | **describes** a diverse array of programs and activities such as:<br><br>- literacy (including financial literacy),<br>- cultural awareness,<br>- career readiness skill building,<br>- youth development,<br>- drug and violence prevention,<br>- nutrition and health,<br>- character education, and<br>- counseling. | **describes** a diverse array of programs and activities such as:<br><br>- literacy (including financial literacy),<br>- cultural awareness,<br>- career readiness skill building,<br>- youth development,<br>- drug and violence prevention,<br>- nutrition and health,<br>- character education, and<br>- counseling;<br><br>**AND describes** how these will meet the needs of the participating students. | **describes** a diverse array of programs and activities such as:<br><br>- literacy (including financial literacy),<br>- cultural awareness,<br>- career readiness skill building,<br>- youth development,<br>- drug and violence prevention,<br>- nutrition and health,<br>- character education, and<br>- counseling;<br><br>**AND describes** how these will meet the needs of the participating students; AND cites evidence to support the programs and activities described. |
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| 6 | does **not** describe practices intended to increase attendance and engagement of students that are evidence-based. | **describes** practices intended to increase attendance and engagement of students that are evidence-based. | **describes** practices intended to increase attendance and engagement of students that are evidence-based **AND** cites evidence. | **describes** practices intended to increase attendance and engagement of students that are evidence-based **AND** cites evidence **AND** enhances connections between students' school, family, and program partners. |
| 7 | does **not** describe or mention STEM activities or curriculum. | **describes** STEM activities or curriculum that may not be evidence-based. | **describes** STEM activities or curriculum that are evidence-based **AND** cites evidence. | **describes** STEM activities or curriculum that are evidence-based **AND** cites evidence. **AND** includes specific professional development for providers. |
| 8 | does **not** describe any options for students to become involved in planning and implementation of the program or activities. | describes **one** option for students to become involved in planning or implementation or program evaluation of both the activities and the larger program. | describes **two** options for students to become involved in planning or implementation or program evaluation of both the activities and the larger program. | describes **three or more** options for students to become involved in planning, implementation, and program evaluation of both the activities and the larger program. **AND** in on-going advisory or decision-making roles of both the activities and the larger program. |

| 9 | does **not** describe any options for families to become involved in planning and implementation of the program or activities. | describes **one** option for families to become involved in planning or implementation or program evaluation of both the activities and the larger program. | describes **two** options for families to become involved in planning or implementation or program evaluation of both the activities and the larger program. | describes **three or more** options for families to become involved in planning, implementation, and program evaluation of both the activities and the larger program. **AND** in on-going advisory or decision-making roles of both the activities and the larger program. |
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| 10 | does **not** include services for students' families. | **includes** family involvement services only. | **includes** literacy **AND** related educational services that will be provided for families of the enrolled students. | **includes** literacy **AND** related education services that will be provided for families of the enrolled students **AND** family services that meet the needs described for the community. |
| 11 | does **not** include a plan to provide snacks and meals free to students, according to the USDA national standards. | N/A | N/A | **includes** a plan to provide free snacks and/or meals that meet United States Department of Agriculture (USDA) nutrition standards. |

## QUALITY OF PROJECT MODEL

#1 (Connection): C2 Pipeline inspires & empowers students to prepare for career, college & academic success through immersive explorations of STEM & health fields that give them the technical skills & knowledge they need to engage in real-life argument, reasoning, problem solving, planning & collaboration. We focus on Increasing Academic Achievement & Student Learning; Increasing Student Awareness through Career Enrichments & other non-academic opportunities; Have a SEL component are able to provide counseling services to students through a licensed counselor; Provide Family Services & Provide a Safe/Nurturing Environment. There is a direct correlation between our program & the State Board of Education's (SBE) adopted "Michigan's Top 10 Strategic Education Plan". C2 Pipeline directly supports: SBE Goal 3 (Improve the health, safety, & wellness of all learners) metrics of attendance, nutrition, SEL & Mental Health; SBE Goal 4 (Exp & secondary learning opportunities for all students) with the metrics of TE, Dual Enrollment, Secondary Transition & Internships & Apprenticeship Programs; SBE Goal 5 (Increase the percentage of all students who graduate from high school) whose metric is to increase attendance from high school regardless of their ethnicity, race, gender or economic background; & SBE Goal 6 (Increase the percentage of adults with a post-secondary credential) to assist families & students in earning a certificate or credential such as Certified Nurse Assistant (CNA). C2 Pipeline individualizes activities to meet school needs as it relates to curriculum & goals. C2 Pipeline collaborates with the school staff, students, & parents. Activities align to the School Improvement Plan, MDE Standards, Next Generation Science Standards, & other program goals. This helps to ensure that C2 Pipeline provides significant & meaningful programs that improve both academic performance of students as well as their SEL skills. The formal communication process between C2 Pipeline & the day school is the responsibility of the sites' full-time Site Coordinator. Site Coordinators utilize the Michigan Out-of-School Time Standards as their formal tool to build relationships with the school day staff & the C2 Pipeline program, as well as other resources such as "Beyond the Bell Principals Guide to Effective Afterschool Programs". Participation with the school day allows Site Coordinators to change program components to meet the needs of each site. Each Site Coordinator is responsible for managing the C2 Pipeline program at the school, having a dedicated office, keeping office hours during the school day & becoming a member of that school community. C2 Pipeline Site Coordinators attend building & school improvement, curriculum, and Professional Learning Community meetings in addition to available school wide PD to be aware of the building they support. In addition, they meet on a regular basis with the teachers of students who are in the program. #2 (Academic Enrichment/Personalized Instruction): During the school year, the C2 Pipeline program focuses on career & college readiness while placing an emphasis on exposure to STEM/healthcare professions. Students participate in activities that have a direct correlation to a STEM/healthcare career, engage in discussions with speakers that span multiple industries, & attend a variety of STEM/healthcare related field trips, in addition to community service. By offering students these opportunities, C2 Pipeline strives to peak students' interest, resulting in greater diversity in the future STEM/healthcare workforce around the Detroit Tri-county area. C2

Pipeline is committed to providing all students opportunities that will help them meet or exceed state & local Standards in the core academic subjects & become career/college ready. High quality, actively engaging, academic "enrichment" activities are balanced with homework, tutoring & personalized instruction & assistance. Tutoring/Dinner (1 hr/4 days a wk.) Tutoring support provided to students includes individualized study skills & tutoring, homework completion, organization & planning for long-term projects. Students have the choice to work on their own, with a study partner or in small groups. This allows C2 Pipeline staff to offer personalized assistance to students. Data from individual learning style assessments, combined with updated academic records, will guide staff in the application of strategies that are appropriate for each learner. In addition, C2 Pipeline students utilize the C2 Pipeline Academic Progress form and face to face meetings as communication tools between the school day teachers & C2 Pipeline. This data helps develop weekly individualized learning plans for each student. Dinner is provided for each student daily. Leadership & Social Development (SEL) (30 min/4 days a wk.) Sessions are designed to improve students' potential through enhancing SEL skills, mentoring & initiative games that focus on planning, problem solving & creative thinking. During these sessions, students engage in activities that will challenge & broaden their leadership/social skills. The SEL resources are evidence-based & sourced from renowned organizations & partners such as CASEL & the Exploring program. These SEL skills "represents a useful way to improve students' social & emotional skills, which are associated with several positive behavioral & academic outcomes" (Mahoney et al., An update on social & emotional learning outcome research 2019). Academic Enrichments (1 hr/4 days a wk.) All have a focus on career/college readiness, as well as STEM identity. The program offers clubs that incorporate one or more of the five career pathways we focus on: Engineering/Technology; Science; Business; Health & Social Services. These pathway designations are important, as they directly correlate to our partners. Creating pathway themed clubs allows students to identify interests, participate in multiple interest areas, or help to define their career/college goals. Within each club are specific sets of enrichments so that students, upon demonstrating content proficiency, can earn a digital badge (micro credential). Academic enrichment activities are moving away from that of project-based learning which explore a narrow subject area with a narrow question to that of design thinking. Design thinking is a process for solving problems by prioritizing how people will engage with the solution. "it relies on observing, with empathy, how people interact with their environments, & employs an iterative, hands-on approach to creating innovative solutions" (Hogarty et al., What is design thinking & why is it important? 2021) Multiple pathways can be incorporated into a single club, and there are over 30 different enrichments which have detailed lesson plans that are academically engaging & are being revamped to incorporate a design thinking model. All of these include a description, goals/objectives, multiple activities, & evidence that the students will use to demonstrate proficiency for micro credentialing. These lesson plans align with state & national Standards & complement what students learn during the school day. Also embedded in the enrichments are opportunities for community service/service learning, career exploration, citizenship, leadership development & conflict resolution. Separate from the

academic enrichment activities are our summer programs, which provide students with the opportunity to come to Wayne State's campus & experience STEM/healthcare activities in a collegiate setting. These programs include a day "camp" model where students are transported daily to campus. School buses pick-up & drop-off camp participants at their "home" high schools. Some camps offered include Nursing Sim Labs, Forensic Science, Cyber Security, Film Challenge, Mouth Matters (Dentistry), Athletes Edge, Entrepreneurship, Camp Counselors in Training (internship), Aviators & Engineers, Art in Perspective, Community Builders, Engineering Theatre, 3D Printing, Vet Science, Construction Technology, Gross Anatomy, Psychology, Drones, Farm to Table, E-Sports, Engineering in Medicine, & Astronomy. Many of the students served by C2 Pipeline come from economically or socially disadvantaged families & may be first generational. To assist with a student's individual needs, a variety of diverse services are provided to the students & their families. Services include, but are not limited to; preventive health & nutrition education, training to acquire skills needed to help the students academically & FASFA workshops. Families are exposed to a variety of programs that promote literacy & educational development, technology education opportunities & opportunities to engage with their children, school, & our program. Engagement examples may include family fun nights, as well as field trips to places such as the library, DIA, Henry Ford Museum, and college campuses. #3 (Appropriate Project Design): The C2 Pipeline program is open to all students within the school, with a goal of having at least 30 students at each site participate in at least 75 program hours. The program is not a drop-in model, but one where students choose clubs based on their interests that align with our career/college pathways they would like to participate in. Clubs usually meet at least once a week for various durations (year, semesters, etc.). Students are encouraged to attend regularly for the club(s) they chose for whatever that duration is. Students are also encouraged to participate in more than one club based on their availability. For example, a student may choose the Health/Wellness Club on Monday& the CSI/Forensics Club Thursday, but because of family or commitments cannot attend the other days. No matter what days they attend, a dinner, Leadership/SEL session and Tutoring is always offered. For students that are not scheduled for a club, but need some academic assistance, an independent study option is available. In this instance, they can quickly visit & work independently on academics, having access to resources & individualized assistance. The program is inclusive & diverse. Recruitment is open to every student that attends the partner school. This includes students who are homeless, ESL or have disabilities. Our partner schools all meet MDE's definition of high priority schools. C2 Pipeline utilizes various methods to identify & recruit students. Regular consultations are made with building staff, teachers & parents for referrals. Academic records & consultation with staff serve as tools to guide us in the application of strategies that are appropriate for each learner. These include accommodation & supplementary activities designed to reinforce & enrich academic content. Each year we survey the entire high school student body with a Career Interest Survey. Questions include their top 4 career choices; top 2 hobby choices & plans after high school. The survey results help us directly targets students. This data is shared with stakeholders & is used to give students support to be successful in both the C2

Pipeline program & in school. When students with a disability or are ESL enroll in the program, they are offered resources & reasonable accommodations to help meet their goals. #4 (Formal Structures/Process with Day School): Prior to the program year, an orientation with building principals & the C2 Pipeline administration is held to discuss building coordination & available resources. Gaps in resources are identified & addressed at this time. Site Coordinators utilize the Michigan Out-of-School Time Standards as well as other resources such as "Beyond the Bell Principals Guide to Effective Afterschool Programs" as a tool to build expectations between the school day & C2 Pipeline program. In some instances, an addendum to our original agreement is created that outlines roles & responsibilities of the school & our program. A full-time Site Coordinator is placed at each of the sites to serve as a member of the school community. Site Coordinators will secure an office in their assigned school building & maintain office hours during the school day. This allows site coordinators to be available for students, teachers, & school staff throughout the day. Site Coordinators may arrange classroom visits & observations of the students participating in the C2 Pipeline program. Site Coordinators will attend school building, curriculum, and improvement meetings & school wide professional development to be aware of things going on. Grade & attendance data collection will be pulled on a regular basis by the Site Coordinator to assist with developing individualized instruction to students. Academic Progress Forms and regular face-to-face meetings with individual core teachers will allow communication regarding student needs to the C2 Pipeline program staff. They are a way to communicate concerns, issues, & student successes. #5 (Diverse Evidence Based Programs/Activities): There is a wide need for support services for the youth living in the Detroit Tri-county area. "A combination of factors have weakened the informal community support once available to young people: greater anonymity in neighborhoods, where more parents are at work & out of the home & neighborhood for long periods, & in schools which have become larger & much more heterogeneous; extensive media exposure to themes of violence & heavy use & abuse of drugs & alcohol; &, in some cases, the deterioration & disorganization of neighborhoods & schools because of crime, drugs & poverty. At the same time, today's world has become increasing complex, technical & multicultural, placing new & challenging demands on young people in terms of education, training, & the social & emotional skills needed in a highly competitive environment" (Eccles, J & Gootman, J. (2002) National Research Council & Institute of Medicine Community Programs to Promote Youth Development). C2 Pipeline offers a diverse range of programming that includes Literacy (including Financial Literacy); Cultural Awareness; Career Readiness; Youth Development; Drug & Violence Prevention; Character Education; Service Learning; Wellness; Internship/Pre-Apprenticeships; CTE support; & Counseling. The C2 Pipeline program will address weaknesses in the schools & communities served & support services already in place, by securing & utilizing partnerships with various current and future community based & social services agencies. In addition to programs & services from our university partners (College of Nursing, Academic Support Center, School of Medicine, School of Social Work, Mike Ilitch School of Business, College of Engineering, Eugene Applebaum College of Pharmacy & Health Science, Department of Kinesiology, Irvin D Reid Honors College, WSU Library Systems, & the

University of Detroit School of Dentistry), the following partnerships have been established. These partner programs are evidenced based & have shown positive impacts. Boy Scouts: Assists in youth development & character-building activities. Students participate in the career exposure Explorers Program. This program provides a unique experience for participants & provides an ideal link between the academic environment & life challenges faced after high school. C2 Pipeline utilizes BSA Exploring resources during Leadership & Social Development Sessions, allowing students to participate in engaging activities that build character, social & emotional skills, & career readiness. 4H: A program delivered by Cooperative Extension, a community of more than 100 public universities across the nation that provides experiences where young people learn by doing. For more than 100 years, 4-H has welcomed young people of all beliefs & backgrounds, giving kids a voice to express who they are & how they make their lives & communities better." C2 Pipeline utilizes 4-H curriculum that supports: Literacy/ Financial literacy; Cultural Awareness; Career readiness skill building; Youth development; Drug & violence prevention; Nutrition & health; & Character education. 4-H curriculums are aligned to Common Core & NGSS & are researched based. (4-H Study of Positive Youth Development). The Henry Ford: Provides free tickets to C2 Pipeline participants & their families to the museum, River Rouge Factory & Greenfield Village. These resources directly address cultural awareness, literacy, youth leadership & character education. The Henry Ford provides activity guides aligned with Michigan Grade Level/High School Content Expectations as well as the Next Generation Science Standards to guide both educators & parents through the museums & exhibits. CARE of Southeastern Michigan: A community program that provides informal presentations to youth that will assist in eliminating barriers. The focus is on the misuse of alcohol, tobacco, & other drugs, as well as, focusing on mental health issues in the classroom, improving the lives of students, & assists in making sure that students gain coping skills that will assist in changing their culture in the classroom. Urban Neighborhood Initiative: Urban Neighborhood Initiatives is a nonprofit organization rooted in Southwest Detroit. UNI will work with us to provide youth development & career readiness opportunities for participating students. Project Management Institute/Serve Squad: C2 Pipeline will work with PMI/Serve Squad to train a STEM workforce in IT Project Management. Interns will manage real world virtual IT community projects for the experiential part of their overall training. PMI's members will: serve as trainers, prepare the high school interns for credentialing exams that provide a career pathway to certification. Upon completion of the 150-hour training & paid internships Serve Squad participants will earn a Pre-Apprenticeship PMI Certification. Certified Nurse Assistant Program: C2 Pipeline will offer a Certified Nurse Assistant Program in collaboration with WSU College of Nursing. The CNA program may be located off-site, & targets students interested in furthering their nursing education & or career after high school graduation. C2 Pipeline will also seek to offer additional professional certification programs. In schools where CTE programs are offered, C2 Pipeline will partner with them to increase student engagement. In schools with limited CTE programs, C2 Pipeline will identify & establish appropriate career certification programs to bridge the gap. National Council for Mental Wellbeing "Mental Health First Aid" Mental Health First Aid is training course designed for teachers,

school staff, bus drivers, coaches, parents, & others who interact with youth key skills to help adolescents who are experiencing a mental health challenge, substance use issue or is in crisis. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), & eating disorders. Currently the four C2 Pipeline staff who are certified trainers in (YMHFA) will facilitate training with Site Coordinators, frontline staff, & day school staff. In addition, C2 Pipeline students will be trained in Teen Mental Health First Aid (TMHFA). This initiative will give students insight into signs & symptoms associated with mental health or substance use challenges & provides a 5-step action plan to help students get the help they need, including referrals to mental health practitioners. "MHFA training has such a clear positive long-term effect on trainees, particularly on those who have had no previous mental health training, provides support for the continued expansion of this education program across public & private systems to increase community understanding & support for individuals struggling with mental illness" (Banh, et al. Evaluation of Mental Health First Aid USA using the mental health beliefs & literacy scale 2018). Collaborative for Academic, Social, & Emotional Learning (CASEL): C2 Pipeline utilizes the CASEL Framework to guide our Leadership & Social Development lessons. The "framework is known as the "CASEL wheel." At the center are the five-core social & emotional competencies—broad, interrelated areas that support learning & development. Circling them are four key settings where students live & grow. School-family-community partnerships coordinate SEL practices & establish equitable learning environments across all these contexts." (https://casel.org/fundamentals-of-sel/). By embedding the five core competencies into our instructional lessons, C2 Pipeline ensures a positive learning environment which promotes student self-efficacy & relationship building. C2 Pipeline staff attend events & webinars hosted by CASEL to garner a better understanding of current SEL strategies & implementation methods. In addition to the agencies listed above, C2 Pipeline administration & staff will work to secure additional partnerships throughout the course of the program year to assist in building the gap of services needed but not available in the communities of schools served. #6 (Evidenced-based practices to increase attendance) C2 Pipeline utilizes a multitude of tools and strategies to increase attendance and engagement of students. At the beginning of the school year, a Career Interest Survey is distributed to the entire student body. The results of this survey are analyzed and influence the programming at each site, to reflect the needs and interests of that specific student population. The results of the survey are shared with the school's administration, to aid in their improvement plans and career readiness strategies. Youth Action Councils also play a critical role in developing and selecting program offerings, special events and recruitment strategies. Student voice and choice has been a tenet of C2 Pipeline since our onset and has been a driving force in creating buy-in for student recruitment and retention. Research indicates "greater engagement in school has been heralded as a key outcome of student voice initiatives and programs… and even the simple acts of making students feel heard and taken seriously in the classroom can help promote student engagement" Conner, J., Posner, M. & Nsowaa, B. The Relationship Between Student Voice and Student Engagement in Urban High Schools. Urban Rev 54, 755–774 (2022). Parent chats and

family engagement events also allow us to garner a better understanding of how we can serve our communities, through conversations and exit surveys. Wayne State partnerships allow us to offer summer and year-round programs that are indicated by the Career Interest Survey and Youth Action Councils. #7(Evidence Based STEM Activities/PD): C² Pipeline is committed to offering evidence-based STEM activities to all students within the program. Our Academic Enrichments are STEM based & provide opportunities for students to explore STEM career paths & create their own STEM identity along the way to becoming career/college ready. To ensure that our activities & staff offer quality programs, C2 Pipeline has participated in multiple program certifications & accreditations. C2 Pipeline is Cognia STEM Provider Certified. This rigorous process used extensive internal & external reviews to examine & validate C2 Pipeline's STEM programming. This STEM Provider Certification recognizes the C2 Pipeline program for a rigorous, quality program that delivers resources, services, curriculum, & support for STEM education. In addition, we have completed a STEM accreditation through STEM.Org which works with us & day school teachers to create & implement shared lesson plans & activities that connect the day school to afterschool. To ensure that our Academic enrichment activities are meaningful we are moving away from project-based learning activities which explore a narrow subject area with a narrow question to that of design thinking. Design thinking is the process for solving problems by prioritizing how people will engage with the solution, "it relies on observing, with empathy, how people interact with their environments, & employs an iterative, hands-on approach to creating innovative solutions" (Hogarty et al., What is design thinking & why is it important? 2021). This approach to thinking leads to a "deeper & more meaningful understanding of the topic" (Inquiry & project-based learning). Some examples of evidenced-based STEM curriculum in the Engineering/Technology Pathway include our "3D Printing & Design Enrichment" a comprehensive curriculum provided by MakerBot that allows students to develop skills in all STEM areas. According to MakerBot Education, "At MakerBot, we believe that 3D printing & modeling offer a rich way to enhance & reinforce science, technology, engineering, art, math, & design skills already being taught in the classroom. Presenting real-world challenges to students engages them with a hands-on approach to problem solving"(MakerBot Education. MakerBot in the Classroom: Introduction to 3D Printing in the Classroom. 2015). Using curricula from Duke University's Pratt School of Engineering, students explore creating solar vehicles, "bionic" arms using hydraulics & pneumatics, vehicles powered by different mediums, & bio imaging. Students also explore STEM careers using curricula from Techbridge that includes areas such as: Computer Science, Chemical Engineering, & Electrical Engineering. "The Techbridge curriculum is designed to interest kids in STEM, promote inquiry, & highlight real-world applications so kids can see how STEM careers make the world a better place. It can be used with children in a variety of out-of-school time settings, including afterschool programs, summer programs, & youth groups." (Http://www.techbridgegirls.org). The Health & Social Services pathway includes evidence-based STEM enrichments such as Traumatic Brain Injury (2009-2015 Project Neuron, University of Illinois, Grant funded by National Institutes of Health & SEPA), STEM Sleuths (Super STEM sleuths from The Center for Educational

Outreach at Baylor College of Medicine), Anatomy in Clay® (http://anatomyinclay.com/services/education/educator-activities.html), & Human Genetic Variation, which was developed under a contract from the National Institutes of Health from the US Dept. of Health & Human Services. The "Anatomy in Clay® Learning System" curriculum, for example, exposes the students to the art of sculpture while they are constructing the body systems out of clay building out a scaled skeletal mannequin. This evidence-based curriculum is "…a methodology that would approach the teaching of Anatomy from a different perspective, one that encouraged independence, student-centered instruction, & engaged all types of learners" (Teri Fleming, Recently Retired Science Instructor, Biology & Anatomy (& winner of Teacher of Year Award six times & nominated 12 times more), Alief, ISD, Houston, TX). The Business pathway includes evidence-based STEM enrichments such as Personal Finance Literacy (Take Charge America Institute for Consumer Financial Education & Research (www.takechargetoday.arizona.edu), Hands on Banking Entrepreneurship Version (Wells Fargo. http://www.h&sonebanking.org), & College & Finance (First Generation: A Guide to College. Wells Fargo). The Science pathway includes evidence-based STEM enrichments such as STEPS to a Healthy Teen (STEPS to a Healthy Teen: Segments to Emphasize Physical Activity & Nutrition. National 4H Curriculum. 2013), My Blood, Your Blood (My Blood, Your Blood. America's Blood Centers. 2004), & The Science of Alcohol (The Science of Alcohol. Baylor College of Medicine, Center for Educational Outreach. 2015). C2 Pipeline not only provides ongoing professional development to our staff for all enrichments offered in our program, many of the curricula also have professional development opportunities via webinars &/or background informational text. During programming hours, there are opportunities for STEM Career guest speakers to share their knowledge within their field. These experiences connecting students with STEM professionals allow them to explore their own STEM identities & bring awareness to STEM careers. C2 Pipeline uses Nepris Career Explorer to identify STEM Career professionals to engage with the students. C2 Pipeline will be using Digital Badges (micro credentialing) to supply students with proof of competency in STEM enrichments that they are able to use for college applications, job applications, general competency, & proof of out of school time learning. For a student to receive a digital badge from C2 Pipeline, students must meet criteria that is assessed by the facilitator of the enrichment & recorded via the digital badging process. These digital badges can be shared on social media via Facebook & LinkedIn. When permissible, digital badges can also be shared on the student's official school transcript. We utilize the Tallo platform to administer our digital badges, & Tallo also provides students with a place to create digital portfolios that will allow them to connect with companies & educational institutions, track & apply for scholarships, & find employment opportunities. During the summer, The C2 Pipeline program allows a student to choose from many different STEM related camps to enhance their STEM identities & explore STEM careers. Summer days camps such as Biomedical Engineering, Film Making, Anatomy, Photography, Forensic Science, Civil Engineering, Coding, Cyber Security, Nursing & Entrepreneurship all focus on STEM careers. The Warriors College Experience residential camp gives students the opportunity to take classes in STEM/health career fields, with a curriculum created by faculty

partners in WSU College of Nursing, College of Engineering, College of Pharmacy & Health Sciences, School of Social Work, School of Medicine, & University of Detroit Mercy Dental. This immersive program centers on student academic, social & personal development. Professional mentors, peer-reviewed resource guides & college readiness workshops are a few of the resources provided to students as they work on interprofessional education teams to develop viable solutions to health disparity concerns in our community. #8 & #9 (How are Families & Students Involved in Planning, Evaluation & Decision Making): C2 Pipeline strives to meet the needs of our students, as well as their families. Recognizing that our program reflects the community, we include students & families in our program planning. Each fall, C2 Pipeline Site Coordinators & building principals will facilitate a type of school wide activity, such as an assembly, fair or open house at the host school. This is our opportunity to introduce C2 Pipeline to the student body & distribute Career & Interest Surveys. These surveys drive our initial program offerings at each school. Once the program is underway, registered students are offered a Club Selection Survey & have input into which they would like to participate in. The Club Selection Survey lists all program offerings & asks the students to rank these academic enrichments based on interest & experience. These evaluation tools, along with Pre-& Post Surveys, and the Youth Council drive enrichment programming for the remainder of the year. C2 Pipeline students participate in Focus Groups, Pre-& Post Activity Surveys for each activity they attend, as well as complete surveys generated by MSU or our outside evaluator. The combined results of this data are reflected in our Program Improvement Plans. All sites implement a Youth Advisory Council. Students are nominated & elected by their peers. The council elections/nominations occur shortly after programming starts in the fall. Once established the Youth Advisory group makes programming decisions & recommendations collectively for their site. Decisions range from program offerings to planning fundraisers & special events. A member of the Youth Advisory Council also sits on the Site Advisory Board that includes parents, school day staff, community partners & other stakeholders specific to that building. Each spring, C2 Pipeline brings together students from all the Site Youth Advisory Councils to elect the following school year's Grantee Youth Advisory Council. The Grantee Youth Advisory Council is a student lead organization consisting of five cabinet members & a board comprised of the other Site Youth Advisory Council members. The Youth Council reflects the entire C2 Pipeline student body & gives voice to their ideas & interests. This youth-lead group will allow students a share in the program's decision-making process & guide C2 Pipeline's trajectory. Since the students are from various schools across the Detroit Tri-county area, in person meetings are held twice during the school year. Virtual meetings occur monthly, with additional communication scheduled based on programming needs. The Site Advisory Board & Program Steering Committee address programming & policies at both the site & grantee level. Modeled after the National Head Start Parent Policy Council & Advisory Council, the Site Advisory Board consists of C2 Pipeline family members who volunteer their time to meet with school day staff, C2 Pipeline site staff, students, & various stakeholders to evaluate the program & make recommendations based on their observations & perceptions. A member of the Site Advisory Board from each site is invited to sit on the

Program Steering Committee. The Steering Committee includes management representatives from the key organizations involved in the project, university faculty, C2 Pipeline students & family members, faith-based organizations, & program partners, including any other key stakeholder groups that have special interest in the outcome of the project. Members act individually & collectively as vocal & visible project champions throughout their representative organizations; help resolve issues & policy decisions & provide direction & guidance to the project. These committees are involved in providing resources, assist in securing funding, & act as liaisons to their organization. Additionally, bi-monthly "Coffee Chats" are held at each site to discuss school year offerings, events & summer programs at each site. Family members of participating students are invited to attend. During these meetings, parents & guardians provide guidance on program initiatives & efficacy by reflecting on their experience. C2 Pipeline family members are also invited to participate in Focus Groups, surveys, David P. Weikart Youth Program Quality Assessment (YPQA) process & the Program Improvement Planning meetings. #10 (Opportunities for literacy & related educational development for families): In many of the schools served by the C2 Pipeline program, the educational levels of families vary. C2 Pipeline tries to help bridge the gap between services offered in the community & during the school day & will continue to fill these gaps as well as seek partnerships with community programs to assist our families. Upon the registration of students, the parent or guardian will be offered a family needs assessment to complete. The Site Coordinator will identify site specific family training needs based on the outcomes of registered students' family needs assessment. Training & support services will be offered at the site level utilizing available resources in the community. C2 Pipeline will also create training (FAFSA, etc.) & educational resources for students & family members via an online platform to accommodate those with transportation or scheduling issues. "Over 30 years of research shows that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. A 2002 National Education Service study indicates that when parents are involved students tend to achieve more." ("Parent Involvement in Schools," National Center for School Engagement. www.schoolengagement.org) Unfortunately, several things prevent parents in economically disadvantaged areas from being involved in their student's educational experience. These obstacles include the attitudes of school staff & families, coordination of transportation, system barriers that prevent parents from being compensated for their time & lack of policy & procedure knowledge (Parent Involvement in Schools," National Center for School Engagement. www.schoolengagement.org). C2 Pipeline hosted parent training is structured to engage participants in small welcoming groups. The goal of this format is to empower parents with skills, attitudes & understanding to help them achieve their identified needs. These on-site services & trainings may include but are not limited to: Encouraging parents to become a part of the Site Advisory Board & Steering Committee; Helping parents build the SEL skills of their children; Provide parent resource packets for use in college & career preparation; Surveying the parents to identify what other services they might desire but cannot access; & training & educational resources/opportunities. C2 Pipeline offers a variety of activities within the program to encourage

parent involvement & foster family self-sufficiency & preservation. These may include Family Fun Nights, Multi-Cultural Celebrations & program sponsored family field trips. By inviting families to such activities, students & parents can begin to develop or reestablish an open line of communication. #11 (A plan to provide snacks & meals free to students, according to the United States Department of Agriculture (USDA) national Standards): The United States Department of Agriculture describes the benefit of the Child & Adult Care Food Program as, "CACFP meals & snacks give a nutritional boost to children, including teenagers through age 18, in eligible afterschool programs in lower income areas in every state. When school is out & parents are still at work, children need a safe place to be with their friends, with structured activities, & supportive adults. Afterschool programs that serve meals & snacks draw children & teenagers into constructive activities that are safe, fun, & filled with opportunities for learning. The food gives them the nutrition they need to learn & grow." This statement directly supports the needs identified by our collaborating schools whose average Free & Reduced population range from 57%-81% or are 100% CEP (Community Eligible for free breakfast & lunch). Many of our students would not have supper if it were not for C2 Pipeline providing the free nutritious meals through CACFP. During the initial building principal's orientation, prior to program start-up, C2 Pipeline administrative staff & Site Coordinators will discuss building coordination, including available resources related to the school day food service providers &/or vendors. The building principal will provide the Site Coordinator the name & contact information of the Food Service Director or staff member responsible for providing the CACFP services. The Site Coordinator contacts the provider to schedule a meeting to identify the specific coordination in setting up the dinner &, if applicable, the snack service for the C2 Pipeline after school program. Gaps in resources will be identified & addressed at this time. If the collaborating school's Food Service Department &/or vendor are unable to provide supper utilizing CACFP, C2 Pipeline has already secured CACFP providers to meet the CACFP meal requirements at those schools, such as Gleaners. Where schools do not currently participate in the CACFP, our program has been able to initiate the dinner/snack at the school so all students attending afterschool programs there can eat at no cost.

## Program Personnel

The *Program Personnel* section must describe adequate staff who have appropriate expertise, experience, and training to work with the specified age group(s) in the activities to be provided. All programs must adhere to the required staff to student ratios defined in the *MOST Standards of Quality* (http://www.michigan.gov/documents /mde/MDE_MOST_SBE_FINAL_2_746517_7.pdf).

To ensure collaboration with the schools, it is required that each project will have a full-time project director with credentials appropriate to manage the program, and that each site will have a full-time (or equivalent) site coordinator when the program is in session. For this grant, a full-time project director is defined as working 30+ hours per week, year-round (a minimum of 44 weeks). A full-time site coordinator is defined as working 30+ hours per week for a minimum of 40 weeks. Additional weeks may be scheduled for recruitment, planning, and professional development. A site-based (from the same school) school-day staff person is allowable in the position of a site coordinator if working at least 16 program hours per week during out-of-school time. The 21st CCLC funds may not supplant school-day funds for staffing. The site coordinator and project director may be the same person in a one-site proposal. The site coordinator(s) must comply with the *Licensing Rules for Child Care Centers* (https://www.michigan.gov/lara/0,4601,7-154-89334_106253_106343---,00.html) and meet "School-Age Program Director" qualifications.

The qualifications of frontline staff (all the adults who work  directly with students and their families) should be listed. Proposed schedule of services, degrees, certifications, and summary of experience should be included.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |

| | | | |
|---|---|---|---|
| 1 | does **not** include a project director. | **includes** a project director. | **includes a full-time** (30+ hours per week, for a minimum of 44 weeks) project director. | **includes a full-time** (30+ hours per week, for a minimum of 44 weeks) project director **AND** describes appropriate credentials to manage the program (i.e., advanced teaching or youth development degree). |
| 2 | does **not** include site coordinator(s). | **includes** site coordinator(s). | **includes** site coordinator(s) who are **full-time** (30+ hours per week, for a minimum of 40 weeks) or are site- based school day staff who also work at least 16 hours per week in the Out-of-School Time (OST) program. | **includes** site coordinator(s) who are **full-time** (30+ hours per week, for a minimum of 40 weeks) or are site-based school day staff who also work at least 16 hours per week in the OST program **AND** describes the appropriate credentials of existing staff or staff to be hired. |

| 3 | does **not** describe frontline staff and/or vendor positions. | **describes** front-line staff and/or vendor positions. | **describes** frontline staff and/or vendor positions and **includes** a proposed schedule of services to be delivered. | **describes** frontline staff and/or vendor positions and **includes** a proposed schedule of services to be delivered **AND** describes degrees, certifications, and summary of experience. |
|---|---|---|---|---|

**Project Director**

| Number of Hours Per Day | 6 |
|---|---|
| Number of days per week | 5 |
| Number of Weeks per Year | 52 |

**Degrees and/or certifications**

The Program Director/Principal Investigator for the C2 Pipeline program has been involved with 21st CCLC for over 24 years & holds a Bachelor of Science & Master of Public Administration Degree. He also holds a Master's of Sports Administration & Coaching Degree, has been STEM Certified, meets the MOST Standards & licensing qualifications, and is a certified Youth Mental Health First Aid Trainer

## Summary of Experience

Has over 24 years in 21st CCLC programs & 37 years working with youth. Experience includes K-12 curriculum integration; enrichment programing; training & supervising; working collaboratively & effectively with stakeholders; developing & implementing innovative programs; MDE 21st CCLC required evaluation & systems; Day Care Licensing; MOST Standards & YMHFA, in addition to coaching at all levels.

### Assistant Project Director

| | |
|---|---|
| Number of Hours Per Day | 7.5 |
| Number of days per week | 5 |
| Number of Weeks per Year | 52 |

## Degrees and/or certifications

The Associate Project Director is currently working towards her Out-of-School Time Credential & holds a Bachelor of Science in Early Childhood Studies. She has been STEM Certified & meets the Model Out-of-School Time Standards & licensing qualifications. In addition, there are 4 others at this level: STEM Lab, Counseling/Intervention, Program and Compliance all working 7.5 hr/5 day a week.

## Summary of Experience

Together they have 35 years in 21st CCLC programs. Experience includes 10 years work in Head Start; K-12 curriculum integration; enrichment programing; training & supervising; working with stakeholders; MDE 21st CCLC required evaluation & systems; Licensing, MOST Standards & CACFP Program. Also included are two certified teachers, a licensed counselor & a education specialist.

### Site Coordinators

| | |
|---|---|
| Numer of Site Coordinators | 5 |
| Number of Hours Per Day | 7.5 |
| Number of days per week | 5 |
| Number of Weeks per Year | 52 |

**Degrees and/or certifications**

Have a BA/BS &/or comply with Licensing Rules for Child Care Centers, 1974 PA 381, MCL 338.41 to 338.47-Good Moral Character, & regulations under R 400.8110-Licensee, R400.8113(8-13)-School-age Program Director Qualifications &/or R400.8119 Rule 119-Multisite School-age Program Director.

**Summary of Experience**

Knowledgeable of successful strategies to work with at-risk students. A history of attendance at workshops & membership in professional associations. Ability to operate in a collaborative environment & provide effective leadership. Experience with STEM or health programs. Must have at least 5 years' experience managing after-school or agency programs.

**Description (staff or vendor role in the program)**

Each site has an Asst. Site Coordinator & two Activity Facilitators. These individuals help to provide academic support & enrichment activities. Vendors are only used to supplement an activity we cannot facilitate. Must have at least 1 year experience in after-school programs. All staff are highly trained in MOST standards as well as the particular enrichment curriculums they teach.

**Number of staff (total of all site and vendor staff):**     12

**Schedule of services to be delivered per week:**

We operate utilizing a model where there is a STEM career themed club each day of the week that focuses on Science, Business, Health/Social Services or Engineering/Technology. Within these, various enrichment activities are offered. In addition to this, dinner, tutoring/homework, leadership development/SEL activities are also offered each day.

**Summary of certifications**

Complies with Licensing Rules for Child Care Centers, Department of Health, & Human Services, 1974 PA 381, MCL 338.41 to 338.47-Good Moral Character, 1973 PA 116, MCL 722.115c Criminal History Checks, as well as all regulations under R 400.8122 (Lead Caregiver Qualifications) & R400.8125 Staff; volunteer; requirements. Frontline C2 Pipeline staff will obtain the MiYDA, and be YMHFA trained.

**Summary of experience**

Knowledgeable of successful strategies to work with at-risk students. Ability to operate in a collaborative environment & provide effective leadership. For the individual volunteer, vendor & partner, WSU requires MOU's &/or contracts for all service providers. The responsibilities & expectations of vendors & partners are outlined in the contract.

## Professional Development

Professional development activities must be  included. All staff are required to minimally comply with the professional development requirements detailed in _Licensing Rules for Child Care Centers_ (https://www.michigan.gov/lara/0,4601,7-154-89334_106253_106343---,00.html) and _The Michigan Out-of-School Time (MOST) Standards of Quality_ . (http://www.michigan.gov /documents/mde/MDE_MOST_SBE_FINAL_2_746517_7.pdf) Professional development is expected to align with on-going program improvement plans. Project Directors and Site Coordinators are required to attend Michigan 21st CCLC mandatory professional development events. MDE will offer activities in which project staff must  participate. A detailed individual staff development planning process for all staff based on the _National AfterSchool Association Core Knowledge, Skills and Competencies for Afterschool and Youth Development Professionals_ (https://naaweb.org/all-documents/40-naa-core-knowledge-skills-competencies-for-ost-professionals-rev2021-1/file) should be included. Local training should also be described. The applicant should detail partner  agency and volunteer participation in staff development activities.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |

| 1 | does **not** describe professional development activities that meet *Licensing Rules for Child Care Centers* requirements. | **describes** professional development activities that meet *Licensing Rules for Child Care Centers* requirements. | **describes** professional development activities that meet *Licensing Rules for Child Care Centers* requirements **AND** assures participation in Michigan 21st CCLC sponsored professional development events. | **describes** professional development activities that meet *Licensing Rules for Child Care Centers* requirements **AND** assures participation in Michigan 21st CCLC sponsored professional development events **AND** aligns all staff development to on-going program improvement plans. |

| 2 | does **not** describe an individual staff development planning process. | **describes** an individual staff development planning process. | **describes** an individual staff development planning process for **ALL** instructional staff that are developed and **reviewed at least annually.** | **describes** a detailed individual staff development planning process for **ALL** instructional staff. These are developed and **reviewed at least annually AND** are based on the *National AfterSchool Association Core Knowledge and Competencies for Afterschool and Youth Development Professionals*. |
|---|---|---|---|---|
| 3 | does **not** describe partner/vendor/ volunteer participation in staff development activities. | **describes** partner/vendor/ volunteer participation in staff development activities. | N/A | **describes** partner/vendor/ volunteer participation in staff development activities **AND includes** a detailed schedule of integration into the program. |

**Professional Development**

All professional development (PD) training for staff is reviewed annually. PD requirements of all C2 Pipeline staff follow Licensing Rules for Child Care Centers, 400.8131, Rule 131, as applied to school-age children & the Michigan Out-of-School Time Standards of Quality (MOST), to meet expectations for "high" quality programming. Additionally, all WSU employees have access to Accelerate, an online training system that supports employee's self-identified PD needs. Staff utilize the David P. Weikart Center for Youth Program Quality (CYPQ) webinars for Youth Work Methods, Boy Scouts Explorer's on-line training portal, the Michigan Virtual University Professional Learning Portal, Mi-Registry training resources, & You for Youth (y4y) webinars. C2 Pipeline has two trained staff in CYPQ Youth Work Methods TOT; a STEM Lab Coordinator trained in NGSS, Z-Space Technology, Double Robotics Technology, 3-D Printing Technology & Click2Science TOT, 1 staff is trained as an SEL PQA Outside Assessor, 2 staff are Certified Diversity Professionals (CDP's) & 4 staff are Certified Youth Mental Health First Aid trainers. All training dates are published annually. Additional PD is aligned to ongoing program improvement plans & staff self-identified professional goals. C2 Pipeline staff attend required MASP trainings; MDE required activities, MAA Trainings, as well as curriculum specific content trainings. Staff are trained on food & medication handling, & emergency procedures. Staff PD also includes an individualized plan based on job performance, observations, on-going Program Improvement Plans, & their self-assessment as part of the National After School Association's Core Knowledge & Competencies for Afterschool & Youth Development Professionals. All staff have a PD plan in place that exceeds the minimum of Licensing Rules & the MOST Standards. The plan is reviewed twice a year & includes training in the areas of DHHS Child Abuse & Neglect, Harassment, Active Attacker, Blood Borne Pathogens, Diversity, Michigan Core Competencies, Common Core Standards, CPR/First Aid, the David P. Weikart Center's Youth Worker Method course, YPQA & Planning with Data. Staff also work towards obtaining the MiYDA certificate & or credential. Site Coordinators have training in Travel Wayne, Wayne PM, WSU Child Safety, Explorer's Youth Protection & Post Leader training, YPQA, Program Management, & curriculum. Other trainings are required based on outcomes of the Program Improvement Plan (PIP) & the annual Employee Performance Evaluations. Site Coordinators are required to attend the 21st CCLC Kickoff, in addition to other 21st CCLC PD events, be trained in Youth Mental Health First Aid & are encouraged to obtain the MiYDA Credential. Activity Facilitators PD includes behavior management skills & active engagement in the classroom. PD plans addresses areas needing attention according to the outcomes of site PQA results, PIP & Site Coordinator observations. These staff also have training in the curriculum offerings used during the program year. Staff are encouraged to obtain the MiYDA Certificate. Partners are involved in our PD & attend as both a participant & trainer. In August, 8 hours of the orientation is dedicated to our partners, vendors, & volunteers. This segment allows our partners to present their program & to provide training on their curriculum & assure alignment. C2 Pipeline & WSU's College of Engineering (CoE) meet routinely to review curriculum for summer camps. These meetings include Site Coordinators & College of Engineering faculty. Once curriculum is decided upon the

CoE partners meet with their assigned C2 Pipeline camp staff to develop the camp lesson plans & support needed to be successful. To ensure quality programming, any partners working directly with our youth are required to exceed the minimum of Licensing Rules & the MOST Standards of Quality mentioned above & participate in the Weikart Center's Youth Work Method Trainings.

# Program Management

Program management activities must be included where time is set aside for program staff to plan and evaluate curriculum and align  individual student needs with school-day staff. Staff must meet prior to the start of the  program and on a regular basis to coordinate program offerings for continuous  program improvement. Programs must offer orientation to the 21st CCLC program for staff (of at least  eight hours) that  incorporates  elements of child and  youth development.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |
| 1 | does **not** include a plan for program and management staff to meet. | **includes** a plan for  program and management staff to  meet to coordinate  the program prior to the start of the program. | **includes** a plan for  program and management staff to meet to coordinate the program prior to the start of the program **AND** all staff meet regularly. | **includes** a plan for program and management staff to  meet to coordinate  the program prior to the start of the program **AND** all staff meet regularly  **AND** to coordinate all program offerings with school-day staff. |

| 2 | does **not** include a plan for staff orientation. | **includes** a plan for staff orientation. | **includes** a plan for staff orientation of **at least eight (8) hours** that incorporates elements of child and youth development. | **includes** a plan for staff orientation of **at least eight (8) hours** that incorporates elements of child and youth development, **AND** details how new staff throughout the year are also provided with a <u>full</u> staff orientation. |
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**Program Management**

C2 Pipeline has well established operating policies to address program management. The Project Director, Associate Director, Assistant Project Director (Counseling/Intervention), Program Specialist, Compliance/Licensing Specialist and a Lab Coordinator have a weekly call to discuss programming. The administrative staff meet monthly with the Site Coordinators to share program updates. Site Coordinators meet with their staff weekly to review curriculum, discuss site-specific needs & teacher/building concerns. Site Coordinators have an office within each site & attend building staff meetings, professional development workshops, school improvement meetings, parent teacher conferences & school hosted special events. By being on site, Site Coordinators are available to discuss the needs of individual students with their teachers. Our formal process of meeting students' individual needs utilizes progress forms as well as face to face meetings with teachers. School day teachers, students, & all C2 Pipeline site staff are responsible for ensuring that the process reflects the needs of each individual student. C2 Pipeline Site Coordinators review individual student progress with front line staff during their weekly meetings. Each August, all staff have a comprehensive 20-hour orientation. This includes an introduction to EZ Reports, MOST Standards of Quality, MI Dept. of Human Services Bureau of Children & Adult Licensing Rules, WSU staff policies, Center for Youth Program Quality YPQA, grant goals & objectives, workshops on curriculum content, lesson plans, delivery, & youth development. Eight hours of the orientation are dedicated to our partners, vendors, & volunteers. This segment allows them to present how they intend to collaborate with C2 Pipeline & highlight their programs. It also allows them to provide training on aspects of their curriculum, align their content with C2 Pipeline content & define expectations of the partnership. Newly hired staff have individualized on-boarding after 2 weeks into their assignment. Additional site level orientation/training sessions are offered at the site with the Site Coordinator prior to classroom assignment that cover curriculum and other site-specific details. C2 Pipeline has also initiated several committees to supplement efforts in linking the school day staff, project management, parents, students, & program partners. The committees that relate to curriculum, program offerings & professional development are outlined below: C2 Pipeline Program Wide Steering Committee & Advisory Committee Purpose: The Steering Committee includes representatives from the key organizations involved in the project, including CBO/FBO partners, vendors, & other key groups. Parents & students are invited & encouraged to attend. Members act individually & collectively for their representative organizations; help resolve issues & policy decisions & provide direction & guidance to the project. The Advisory includes higher-level members that represent our co-applicants. These committees are involved in providing resources, assist in securing funding, & act as liaisons to their organization. The Steering Committee meets bi-monthly while the Advisory Committee meets annually. C2 Pipeline Principals Roundtable Purpose: Consists of the school principals & is used to discuss issues, share opinions, strategies, tactics, creation, maintenance, outcomes assessment, or just to brainstorm. The Roundtable meets bi-monthly. In addition to these each site has its own advisory group of parents, students, teachers, staff, & administration. They discuss programming

& staff development opportunities specific to that site. Sites also have a youth council that meets to discuss individual program goals, coordinate events/civic engagement opportunities & assist the Site Coordinator in developing the program calendar & offerings.

## Evaluation of Project

The proposal should outline plans for evaluating all components of the project, including staff, environment, curriculum, student outcomes, and parent and student satisfaction. Each grantee is required to hire a local evaluator (may not be the project director or a site coordinator) who has received formal training in research and/or evaluation with experience in conducting program evaluations. It is recommended that the local evaluator is involved in the development of the application. Each application must assure compliance with the statewide evaluation and with required national data collection. This includes, but is not limited to collection of student demographics, unique identification code (UIC), grades, and teacher information. MDE has identified the Youth Program Quality Assessment (YPQA), the EZReports system, and instruments developed by Michigan State University to be used for continuous program improvement and evaluation.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |

| 1 | does **not** describe a local program evaluator or a local program improvement evaluation model. | N/A | N/A | **describes** a local program evaluator and local program evaluation model that details the requirements of this grant application. |
|---|---|---|---|---|

| 2 | does **not** describe a plan of annual self-assessment. | **describes** a plan for conducting self-assessment using the YPQA. | **describes** a plan for conducting self-assessment at **each site** using the YPQA. | **describes** a plan for conducting self-assessment at **each site** using the YPQA **with detail** regarding participation of the local evaluator and a team of site staff. |
|---|---|---|---|---|
| 3 | does **not** describe the 21st CCLC statewide evaluation. | **describes** a specific written assurance that the project will cooperate completely with the 21st CCLC statewide evaluation. | N/A | **describes** a specific written assurance that the project will cooperate completely with the 21st CCLC statewide evaluation **AND** will collect national reportable data as required; identifies resources to comply with evaluation requirements (e.g., data entry, high-speed internet). |

**Evaluation of Project**

The local program evaluation plan includes both process & outcome objectives to address continuous quality improvement & assessment of student progress. Data collection & procedures in the local evaluation plan will be fully aligned with the 21st CCLC statewide evaluation process. Both qualitative & quantitative data will be collected at the organizational & site levels to determine the program's progress & attainment in achieving its goals & objectives. Our project will cooperate completely with the 21st CCLC statewide evaluation & will collect national reportable data as required. Since 2012, the Center for Urban Studies at Wayne State University has served as our local evaluator. The Center has a wide range of evaluation research capabilities & experience including questionnaire development, multi-method data collection procedures, large database management, as well as a cadre of analytical staff. The Center has developed tools & procedures specific to our program, supplementing data captured through the statewide evaluation to assess local program objectives & outcomes not included in the leading indicators. In addition, the Center will perform focus groups periodically at C2 Pipeline sites. The Center will assist in organizing collected statistics, surveys, demographics, academic outcomes, attendance, & other pertinent information to support compliance with state & federal reporting requirements. C2 Pipeline staff & the evaluators will work in partnership to review all tools & data collection procedures to ensure that data collected continues to align with the program logic model. The logic model, developed in collaboration with the Steering Committee, will serve as the foundation for the local evaluation plan. In addition to the statewide performance indicators, the model specifies short term outcomes such as improved organizational & planning skills & greater awareness of STEM & health careers. It also specifies long term outcomes such as submission of a college application. Although many of the outputs & outcomes in the model are tracked through the statewide evaluation, the evaluators will use paper & web-based pre- & post-program surveys containing a mix of qualitative & quantitative items to gather the additional information. "Exit Interviews" will be conducted, when possible, with all students & their families of those participants that drop from the program. The responses will be used to assess the need for changes in program activities, accommodation, or policies that may impact participation. In addition to assessing outcomes, the evaluators will employ a smartphone-accessible, on-line career interest survey of all students at the designated schools throughout the school year to help C2 Pipeline to guide selecting appropriate activity choices for each site to maximize enrollment & participation. C2 Pipeline will fully utilize the state mandated EZReports system. The Project Director & Assistant Project Director will be responsible ensuring that all required statewide data is completed & submitted on time. Site Coordinators at each individual site will be responsible for the site level maintenance of the EZReports data system. The responses to these tools will be included in the process evaluation to assist in program improvement. As detailed in the Project Plan, the local evaluation will utilize the data from the EZReports System as the foundation for determining student outcomes. To assess academic achievement, the evaluators will use data from the system to determine student participation across activities, participant grades, M-STEP/MME, SAT, & other Norm Test scores.

Responses from student surveys will be used to assess the percentage of students reporting the program helped them in their school subjects & in non-academic areas. Besides gauging satisfaction with the program, data from surveys will be used to assess student changes in self-esteem, conflict resolution, library usage, & time spent as a family. C2 Pipeline will comply with MSU survey disbursement guidelines. In compliance with 21st CCLC statewide evaluation, national data reporting requirements will be assured by the Site Coordinators' access to student records via MiStar or building specific electronic grading systems. Site Coordinators will be responsible for the collection of student records at each individual site & record the data in EZReports. The Youth Program Quality Assessment (YPQA) tool, developed by the David P. Weikart Center for Youth Program Quality, will be used as the cornerstone of the program improvement planning process. The Youth Program Quality Assessment (YPQA) tool uses both qualitative & quantitative information to assess the practices of the program & program offerings. Unlike many traditional self-evaluation assessments that strictly target compliance, YPQA focuses on creating a safe & supportive environment, peer interaction & youth engagement. Each site will be required to participate in the annual self-assessment process. The Project Director & administrative staff will work with the Site Coordinators & school administrators to coordinate the timely completion of the YPQA. Results of the YPQA will be interpreted by the Center for Urban Studies and shared with sites while they develop a Program Improvement Plan. Data from all these assessments will be summarized in the Annual Report Form. This report will be made available to stakeholders, including district employees, parents, & partners. All program & evaluation staff will fully cooperate with Michigan Department of Education evaluation activities related to the 21st Century Community Learning Centers program. C2 Pipeline Program will share the evaluation findings with our Advisory Board & the C2 Pipeline Steering Committee, Youth Council, WSU Alumni, regional health care providers & hospitals, local governing bodies, businesses, & families to gain support & interest in building meaningful collaboration. Our goal would be to identify & eliminate any duplication in services & leverage each partner in areas in which they excel. Data will also be used during presentations for potential funder events as well as provided to the WSU College of Nursing Development Office, to support their efforts in fund development for C2 Pipeline. The evaluation strategy we use begins with enrichment activities which are derived from the objectives in our logic model & then are evaluated on a regular basis. If the outcomes have been met, then the objectives are revisited & updated. However, if the outcomes are not being met, then the activities themselves are adjusted & changed to ensure successful outcomes.

# Project Plan-Federal Target Goals

The proposal must describe how the program will meet the GPRA Measurement Indicators. The targets are objectives which have been identified by the federal government for projects to work toward. The following chart lists five GPRA Measurements and details the anticipated outcomes and measurement strategies used in the statewide evaluation. Specific activities, tasks, and staff that will be used to meet each of these objectives must be described for each applicable goal. Please note that not all GPRA measurements will be applicable to applicants based on grades of students to be served.

| TARGET GOALS | ANTICIPATED OUTCOMES | MEASUREMENT STRATEGIES |
|---|---|---|
| 1. Increase the percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments. | • Participating students in grades 4-8 will demonstrate growth in reading and language arts. | • M-STEP reading, and language arts scores reported for all participating students (provided to state evaluators as reported by the Center for Educational Performance and Information) |

| | | |
|---|---|---|
| 2. Increase the percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 2.5 who demonstrated an improved GPA. | • Participating students in grades 7-8 and 10-12 with a GPA less than 2.5 will demonstrate an improved GPA. | • Prior year and current year grades in all subjects for all enrolled students (collected by state evaluators) |

| | | |
|---|---|---|
| 3. Increase the percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. | • Participating students in grades 1-12 with an attendance rate at or below 90% in the prior school year will improve attendance. | • Attendance data reported for all participating students (provided to state evaluators as reported by the Center for Educational Performance and Information) |
| 4. Increase the percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year. | • Participating students in grades 1-12 will experience a decrease in in-school suspensions. | • In-school suspension data reported for all participating students (provided to state evaluators as reported by the Center for Educational Performance and Information) |

| 5. Increase the percentage of students in grades 1-5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher reported engagement in learning. | • Participating students in grades 1-5 demonstrate improvement in engagement as reported by teachers. | • Teacher surveys (created by state evaluators) |
|---|---|---|

**PROJECT PLAN – FEDERAL TARGET GOALS**

| | Not Recommended for Funding<br><br>(0 points per box) | Recommended for Funding with Revisions<br><br>(1 point per box) | Recommended for Funding<br><br>(2 points per box) | Highly Recommended for Funding<br><br>(3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |
| 1 | does **not describe** activities, tasks, and staff to meet any of the GPRA measurement goals. | | | **describes** activities, tasks, and staff to meet **all applicable** GPRA measurement goals. |

**GPRA Measurement Goal 1: Activities, Tasks and Staff to Achieve Anticipated Outcomes:**
Not Applicable

**GPRA Measurement Goal 2: Activities, Tasks and Staff to Achieve Anticipated Outcomes: :**
School Year:C2 Pipeline Academic Enrichments are aligned to day school content & provide participants opportunities to experience academics through design thinking strategies. There are over 30 enrichments aligned to the Common Core & NGSS. Some of these include Anatomy in Clay, Bio Tech Med, Chemical Engineering, CSI/Forensics, Explore It Design It, Human Genetic Variation. Tutoring support provided to students includes individualized study skills, homework completion, organization & planning for long-term projects. Summer: Day Camps: STEM/career focused summer day camp experiences are offered with our WSU Collaborating partners. These will be in the areas of Medicine, Social Work, Pharmacy & Health Science, Nursing, Engineering, Business & Dentistry. Each site will also host their own individual 6 week program at their site aligned with the school. Warriors College Experience Residential Camp: Every other year, we will offer a two-week, residential program on campus. Participants attend daily "College 101" sessions that center on study skills, time management & organization. They live in dorms, & work in teams to develop a project relating to a health disparity in their community. RESPONSIBLE WSU Staff, Volunteers, CBO Staff, Site Coordinator, Grantee Level Staff.

**GPRA Measurement Goal 3: Activities, Tasks and Staff to Achieve Anticipated Outcomes: :**
Each year, C2 Pipeline administers a Career Interest Survey to students at the school, which guides C2 Pipeline in selecting appropriate activity choices for each site to maximize enrollment, engagement, & participation. C2 Pipeline utilizes the YPQA to assess the practices of the program & program offerings, which focuses on creating a safe & supportive environment, peer interaction & youth engagement. This allows our program to create a space for students to feel a sense of belonging, acceptance, & security. In addition to utilizing the YPQA to increase student sense of security, the daily Leadership & Social Development activities give students a sense of ownership & belonging. C2 Pipeline students participate in multiple field trips, special events & mentorship opportunities throughout the program year. Field trips & special events can be educational or social & are often planned by the C2 Pipeline student body. Mentors are available through Nepris & WSU. Participating students have access to a broad range of university resources that includes access to library systems, special events on campus, professors in STEM careers, and admissions consideration at some colleges. RESPONSIBLE WSU Staff, Volunteers, CBO Staff, Site Coordinator, Program Director/Grantee Level Staff

**GPRA Measurement Goal 4: Activities, Tasks and Staff to Achieve Anticipated Outcomes: :**

All full-time staff members will be trained in Youth Mental Health First Aid which will allow them to identify signs & symptoms of mental health struggles & substance use disorders. Early intervention can decrease in-school suspensions through appropriate referrals to mental health providers & resources. Youth Action Council members will also be trained in Teen Mental Health First Aid, which will allow them to be a support to peers who demonstrate inappropriate behaviors & symptoms of underlying mental health challenges. In addition, C2 Pipeline's daily use of Leadership & Social Development activities will give students a better understanding of their strengths & weaknesses. Restorative circles allow students to connect with their peers & give them an outlet to express their opinions & concerns in a safe environment. RESPONSIBLE Site Coordinator, Frontline Staff, Program Director/Grantee Level Staff

**GPRA Measurement Goal 5: Activities, Tasks and Staff to Achieve Anticipated Outcomes: :**

Not Applicable

## Project Plan-Local Goals

Describe additional local project goals (up to 5). List the objectives and anticipated outcomes, including strategies on how the outcomes will be measured. Specific activities, tasks, and staff that will be used to meet each of these objectives must be described for each goal.

| | Not Recommended for Funding (0 points per box) | Recommended for Funding with Revisions (1 point per box) | Recommended for Funding (2 points per box) | Highly Recommended for Funding (3 points per box) |
|---|---|---|---|---|
| | The application: | The application: | The application: | The application: |
| 1. | does **not** describe any of the following:<br>• Program goal(s)<br>• Objectives and anticipated outcomes<br>• Measurement strategies<br>• Activities, tasks, and staff | **describes one** of the following:<br>• Program goal(s)<br>• Objectives and anticipated outcomes<br>• Measurement strategies<br>• Activities, tasks, and staff | **describes two** of the following:<br>• Program goal(s)<br>• Objectives and anticipated outcomes<br>• Measurement strategies<br>• Activities, tasks, and staff | **describes all** the following:<br>• Program goal(s)<br>• Objectives and anticipated outcomes<br>• Measurement strategies<br>• Activities, tasks, and staff |

**Goal Statement for Local Goal 1**

Provide High Quality Programming & Program Staff/Volunteers/Vendors, & a Safe/Nurturing Environment

**Objectives and anticipated outcomes for goal 1:**

100% compliance with MDE Monitoring/MI Out of School Time Standards (MOST)/DHS Licensing Guidelines. Use YPQA to develop comprehensive Program Improvement Plans. Maintain 21st CCLC funded sites. 100% of C2 Pipeline staff & volunteers will be knowledgeable in assigned role. 100% of participants will receive a snack/dinner during program time.

**Measurement Strategies for goal 1:**

Out-of-School Time Standards Day Care Licensing Standards David P. Weikart Center for Youth Program Quality Assessment Program Improvement Plans (CYPQ Portal) Annual Leading Indicator Report Local Evaluator Staffing Credentials Staff Survey Participation in Staff Development Staff Evaluations Evidence Portfolio/Certifications CACFP Contract/MOU EZ Reports Dinner Attendance Transportation MOU

**Activities, tasks, and staff to achieve the objectives for goal 1:**

Participate in YPQA & use results to develop Program Improvement Plans & staff training strategies. Follow MOST Standards & Licensing Rules as they apply to School Age programs. High quality indicators will guide program policies & procedures. Staff will have individualized Professional Development Plans that include CYPQ & You for Youth webinars. Staff will attend MASP, MDE & MAA hosted trainings & will be trained on the curriculum offerings used during the program year. CACFP Food Program will be used. RESPONSIBLE Local Evaluator; Program Director/Assistant Program Director; C2 Staff; Principal; CBO Staff & Volunteers; Families; District Food Service; District Business Office; WSU Human Resources

**Goal Statement for Local Goal 2**

Provide Family Services

**Objectives and anticipated outcomes for Local Goal 2:**

40% of C² Pipeline students' families will participate in at least one family activity. 75% of families surveyed will have high satisfaction. 30% of C² Pipeline parents will show an increased awareness, understanding & usage of community programs & resources. More parents help with college process & have knowledge of college readiness & interest in furthering own education.

**Measurement Strategies for Local Goal 2:**

Sign-In sheets for scheduled activities. EZ Reports data on Family Engagement attendance Family Satisfaction Surveys Parent Surveys on student behavior & participation YPQA CBO/FBO Surveys regarding program usage of students & families Student tracking sheets that show completion of FAFSA, scholarship applications, & college applications College acceptance letters Tallo Student Portfolio

**Activities, tasks, and staff to achieve the objectives for Local Goal 2:**

Families will be trained in the academic support form/grade process & will be offered workshops on navigating school data portals. Participants & families will be exposed to services they may not have had access to previously (health education, nutrition, & continuing education programs). Sites will identify needs of families through a needs assessment at the time of registration. Families will be exposed to programs that promote literacy. Events include family fun nights & field trips that encourage families to share in the educational experience. Parents will be trained in FAFSA completion, importance of MME/M-STEP/SAT, college applications, financial planning, & scholarships. RESONSIBLE: Site Coordinator; Frontline Staff; Families; Program Director/Grantee Administrative Staff

**Goal Statement for Local Goal 3**

Increase linkages/collaboration with host school

**Objectives and anticipated outcomes for Local Goal 3:**

100% of students in the program below a 2.0 GPA will use Academic Progress Forms 48.5% of students attending 75 hours or more will improve GPA 75% of attending students improve in teacher-rated classroom behavior 75% of attending students improve in teacher-rated homework completion & participation

**Measurement Strategies for Local Goal 3:**

Academic Progress Form Teacher participation in Focus Groups School data portal such as MiStar. EZ Reports grade data. Student Progress Reports Standardized Test Results MSU Teacher Survey Results Leading Indicator Report Results

**Activities, tasks, and staff to achieve the objectives for Local Goal 3:**

Academic Progress Forms will reflect student academic needs as identified by day teachers. Site Coordinators will participate in School Improvement Plans, visit teacher classrooms, attend professional development, staff/board meetings & special events hosted at the school to bridge any gaps between day school & C2 Pipeline. At schools with CTE programs, the Site Coordinator will collaborate with CTE directors &/or teachers to develop partnerships that will increase engagement in these programs. Additionally, C2 Pipeline offers tutoring daily to aid in student academic development. RESPONSIBLE: Site Coordinator/Assistant Site Coordinator; C² Pipeline Frontline Staff; Teachers; Principal/Building Administrators; Program Director/Grantee Administrative Staff & District CTE Staff

**Goal Statement for Local Goal 4**

Increase stakeholder collaboration/sustainability

**Objectives and anticipated outcomes for Local Goal 4:**

100% compliance with MDE Monitoring, OST Standards, DHHS Licensing Guidelines. Use data from YPQA to develop Program Improvement Plans to drive quality. Work toward improving lower scores on the Cognia STEM Certification findings. Maintain current 21st CCLC funded sites STEM Accreditation & Certification through STEM.org. Update Mission/Vision, Goal Statements & Program Logic Models.

**Measurement Strategies for Local Goal 4:**

Out-of-School Time Standards Day Care Licensing Standards David P. Weikart Center for Youth Program Quality Assessment (YPQA) Program Improvement Plans (CYPQ Portal) Annual Leading Indicator Reports (LIR) Sign-In sheets from Committees Minutes from Committee Meetings MOU's defining collaboration efforts Cognia STEM Certification Findings Local Evaluator Findings & Recommendations

**Activities, tasks, and staff to achieve the objectives for Local Goal 4:**

C² Pipeline Advisory Board, Steering Committee, Principal Roundtable & Grantee Wide Youth Council will hold regularly scheduled meetings to review program policies, suggest program improvements, brainstorm strategies for funding & special events, review curriculum, suggest partnerships & offer general program support as part of their responsibilities & roles. These committees will meet regularly with the local evaluator to review logic model progress. RESPONSIBLE Advisory Board; Steering Committee; Youth Council; Site Coordinators; Building Principals Program Director/Grantee Administrative Staff/t; Frontline Staff; CBO Staff & Volunteers WSU Staff & Faculty; Students & Parents

**Goal Statement for Local Goal 5**

Career/College Readiness

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**Objectives and anticipated outcomes for Local Goal 5:**

75% of C2 Pipeline attending students who are eligible will have applied to attend a community college, university, or trade school. 75% of C2 Pipeline attending students who are eligible will participate in internships, externships, apprenticeships/pre-apprenticeships &/or certificate programs.

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**Measurement Strategies for Local Goal 5:**

Student portfolios that show what universities/colleges they applied to Student portfolios that show completion of FAFSA & scholarship applications College/University/Trade School acceptance letters EZ Reports Attendance Data Tallo Student Portfolios

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**Activities, tasks, and staff to achieve the objectives for Local Goal 5:**

Offer Business, Engineering/Technology, Health/Social Services & Science enrichment clubs. Assist high school seniors with the college & financial aid processes, analyze financial decisions & goals, demonstrate financial literacy & create a spending plan. Actively pursue partnerships with programs that offer internships, externships, apprenticeships/pre-apprenticeships &/or certificate programs. Utilize Michigan Works & other CBO's that provide career services & education to students. Summer Residential Program: Warriors College Experience. Students live on campus for 2 weeks, attend classes led by WSU faculty & explore health fields. RESPONSIBLE: Site Coordinator; Grantee Administrative Staff; CBO Partners; WSU Partners; Building Principals; Frontline Staff; Students/Families